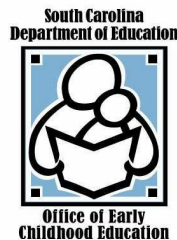


# South Carolina Child Development Education Pilot Program Guidelines 2006-2007



**South Carolina Department of Education  
Office of Early Childhood Education**

**Child Development Education Pilot Program  
Providers' Operating Guidelines  
2006–2007 School Year**

**INTRODUCTION**

The SC Department of Education, Office of Early Childhood Education, hopes that this document will assist you in providing a quality educational Child Development program for eligible four-year-old children and their families during the 2006–2007 school year. To ensure program compliance and quality service, all Child Development providers must be familiar with and implement these guidelines. This document is intended to reduce paperwork, to provide clarity, and offer guidance to public school providers of the Child Development Education Pilot Program (CDEPP).

Enclosed is a copy of the Public School Child Development Providers' Operating Guidelines, effective August 11, 2006. Key program components are listed in the Table of Contents for easy reference.

Thank you for all of your hard work to ensure that South Carolina Children have the highest quality early childhood experience!

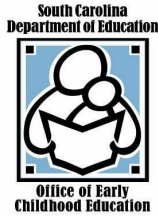
*Robin K. McCants*

Robin McCants, Director  
Office of Early Childhood Education  
South Carolina Department of Education

# TABLE OF CONTENTS

<b>PROGRAMS FOR YOUNG CHILDREN .....</b>	<b>4</b>
<b>PUBLIC SCHOOL CHILD DEVELOPMENT EDUCATION PILOT PROGRAM .....</b>	<b>6</b>
<b>A. CHILD AND FAMILY ELIGIBILITY .....</b>	<b>8</b>
1. AGE ENROLLMENT REQUIREMENTS.....	8
2. RESIDENCY REQUIREMENTS: .....	8
3. PARENT REQUIREMENT: .....	8
4. DEFINITION OF "MOST AT-RISK" .....	9
<b>B. ENROLLMENT .....</b>	<b>9</b>
1. LOCAL SCHOOL ATTENDANCE ZONES .....	9
2. PROCEDURES FOR RELEASING OR SUSPENSION OF A CHILD FROM THE PROGRAM.....	9
3. HEALTH SERVICES .....	9
4. CHILDREN WITH DISABILITIES .....	10
<b>C. INSTRUCTIONAL SERVICES/CURRICULUM.....</b>	<b>10</b>
1. CURRICULUM.....	10
2. LESSON PLANS.....	12
3. LEARNING CENTERS.....	12
3. LEARNING CENTERS.....	12
4. ASSESSMENT .....	13
<b>D. PARENT INVOLVEMENT .....</b>	<b>14</b>
1. FAMILY LITERACY.....	15
2. DOCUMENTATION OF THE PARENT EDUCATION AND INTERACTIVE LITERACY ACTIVITY COMPONENTS .....	15
<b>E. TRANSITION AND CONTINUITY .....</b>	<b>16</b>
<b>F. STUDENT DISCIPLINE.....</b>	<b>16</b>
<b>G. RECORD KEEPING .....</b>	<b>16</b>
<b>H. LEADERSHIP/SUPERVISION .....</b>	<b>16</b>
<b>ADMINISTRATOR EDUCATION AND EXPERIENCE .....</b>	<b>16</b>
<b>I. EQUIPMENT, MATERIALS, SUPPLIES.....</b>	<b>17</b>
1. MAINTENANCE .....	17
2. PLAYGROUND EQUIPMENT .....	17
3. NEW/EXPANSION CLASSROOM GRANTS FOR SUPPLIES AND MATERIALS.....	17
4. GRANT APPLICATION WILL BE AVAILABLE BY SEPTEMBER.....	17
<b>J. PROGRAM DELIVERY .....</b>	<b>17</b>
1. ORIENTATION .....	17
2. DSS LICENSING .....	18
3. SUBSTITUTES .....	18
4. REST TIME .....	18
5. PROGRAM/STAFF HOURS .....	18
6. TRANSPORTATION.....	18
7. EXTENDED DAY (BEFORE AND AFTER SCHOOL CARE) .....	18
8. CHILD DEVELOPMENT TECHNICAL ASSISTANCE .....	19
9. ON-SITE EVALUATION .....	19
<b>K. GENERAL PERSONNEL AND CREDENTIAL INFORMATION .....</b>	<b>20</b>
1. CRIMINAL BACKGROUND CHECKS .....	20
2. CREDENTIAL/CERTIFICATION REQUIREMENTS .....	20
3. FOUR-YEAR RELATED COLLEGE DEGREE .....	20
4. TEACHER ASSISTANTS .....	20
<b>L. TRAINING REQUIREMENTS.....</b>	<b>21</b>

1. ALL LEVELS OF ADMINISTRATIVE, TEACHING, AND SUPPORT STAFF LISTED BELOW ARE REQUIRED TO ATTEND CDEPP/OECE SPONSORED TRAINING. ....	21
2. REQUIRED MINIMUM HOURS OF TRAINING APPROVED BY CENTER CHILD CARE CAREER DEVELOPMENT: ....	21
3. STAFF DEVELOPMENT PLAN:.....	21
4. IMPORTANCE OF TRAINING: .....	21
5. PURPOSE OF TRAINING:.....	21
6. TRAINING REIMBURSEMENT TO STAFF:.....	22
7. SOUTH CAROLINA PUBLIC SCHOOL EARLY CHILDHOOD SCHOLARSHIP PROGRAM FOR TEACHING ASSISTANTS:.....	22
8. DOCUMENTATION OF STAFF DEVELOPMENT: .....	22
<b>M. PUBLIC AWARENESS .....</b>	<b>23</b>
<b>N. FUNDING .....</b>	<b>23</b>
<b>O. PROFESSIONAL CERTIFIED STAFF (PCS) SYSTEM .....</b>	<b>24</b>
<b>P. SASI .....</b>	<b>24</b>
<b>APPENDIX.....</b>	<b>1</b>



## **Programs for Young Children Philosophy and Guiding Principles**



Four-year-old and five-year-old kindergarten plays a unique role in a child's educational experience, serving as a transition from home or pre-school experiences to formal schooling. The kindergarten experience is critical in establishing positive feelings about coming to school and the child's view of self as a capable learner. It is important that, in a school setting, children's natural dispositions for learning are nurtured and built upon and that the foundations of family learning and involvement in the children's education are supported. Through participation in early childhood programs, children increase their desire to learn, to think for themselves, to solve problems, and to express themselves through the languages of words, mathematics, music and the arts. They learn to live and work with others.

Early childhood educators know that programs for young children should support the development of the whole child. Good early childhood programs provide integrated experiences that address children's physical, cognitive, social and emotional needs. Knowledge of the typical development of children within the age span of the students served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Instructional practices should be appropriate to the developmental stages of the children. Young children learn as the result of the interaction between their thoughts and experience with materials, ideas, and people. Children learn best when curricular content is meaningful and utilizes real situations from familiar environments. The overlapping of subject matter, or the integration of content, increases the likelihood that children will make connections, find the information meaningful and apply it in real-life contexts.

Learning results from children's active involvement with their surroundings. A learning center organization reflects this understanding and is used to provide materials and spaces that engage children's minds. The classroom provides a child-centered, multi-sensory environment where children can make choices, be self-directed, and develop concepts and skills within a well planned, stimulating atmosphere. Daily plans reflect a balance between teacher-initiated and child-initiated activities. Attention is given to children's learning styles and preferences. Students with identified disabilities or needs receive special assistance. Because each child is unique in terms of maturity, personality, strengths, and experimental background, activities should be open-ended and challenging to best support each child's development and growing ability to meet learner standards in all areas.

There is an important interrelationship of all aspects of each child's development with physical, social, psychomotor, and cognitive growth clearly interwoven. Research by Bloom, Hunt, Piaget, Vygotsky, Gardner, Eisner, Katz, Clay and others suggests that the early years are crucial for the development of intelligence. In the development of thinking skills, strategies, and concepts, it is essential that children learn in a stimulating and responsive environment with which they are encouraged to interact. The child's degree of success in using thinking skills and strategies to generalize in a variety of situations is largely determined while the child is very young and is based on the quality of the child's experiences during that time. Strong family involvement based on mutual respect and open communication between the home and school is critical in maximizing children's growth and development in all areas.

In conclusion, early childhood educators in South Carolina are committed to teaching in ways that are consistent with the needs of young children as learners. We believe that learning environments and instructional strategies should consistently provide age, individual, and culturally appropriate experiences. The requirement of certification in early childhood education helps to ensure that teachers are properly prepared to provide quality programs for young children across the state. It is vital that those who work with young children have an in-depth understanding of the foundations of early childhood curriculum and instruction and the ability to apply their knowledge to provide appropriate, mind-engaging daily experiences. In so doing, children can construct and share knowledge within the context of a joyful, respectful, and intellectually engaging instructional program.

## **Public School Child Development Education Pilot Program Providers Operating Guidelines**

**Goal:** To provide High quality Child Development programs, available to all at-risk children in South Carolina, which will prepare them for kindergarten and success in subsequent grades, leading to graduation from high school.

**State and national research** shows children who are served in existing South Carolina pre-kindergarten programs are performing at a higher level in subsequent grades than children who are not served. Our current practices and procedures work for our “most at risk” four-year-olds. If we want to ensure continued quality, we must collectively provide training and monitoring to see that current regulations and guidelines are followed.

Annual reports on 4K from 1996 to 2000; Penny Reports, 2002 and 2004, district reports, NIEER (2005) and SERVE (2006), EOC Study of 2004

### **Child Development Regulations and Guidelines Overview:**

- Developmentally appropriate and instructionally sound classroom curriculum.
- Learning center based activities, which cover large motor skills, small motor skills, mathematical concepts, language and literacy, social studies, science, art, music and movement, drama and social/emotional development.
- Maximum Group size of 20 children, with a child-adult ratio of 1:10.
- Provision of an early childhood certified teacher and a highly qualified teaching assistant, meeting federal No Child Left Behind requirements of “highly qualified” and at least two years experience working with children under five years of age. The teaching assistant shall have completed the Early Childhood Development Credential (ECD 101) or enroll and complete this course within twelve months of hire.
- Appropriate evaluation and assessment of children and program environment. DIAL-3 will be used for screening into the program to be completed at the beginning of the school year and to be repeated in April. Work Sampling will be used as the on-going child assessment. An environmental/instructional review for program assessment will be conducted twice a year.
- Required parent participation includes two formal home visits, two informal home visits and parenting education support. Parental participation will be tracked by the Family Literacy On-Line Information System (FLOIS).
- Local early childhood advisory board whose membership should include Head Start personnel, childcare provider, parent, Title I personnel, DSS, Child Development teacher, kindergarten teacher, Even Start and family literacy personnel, and district early childhood coordinator who serves as chair will make local policy decisions.

- Staff Development must be on-going, and research-based for administrators, teachers and assistants. Staff Development must be registered with the Center for Child Care Career Development (CCCCD). Participating providers shall require all early childhood personnel to participate annually in 15 clock hours of professional development in addition to ongoing coursework and training. Ongoing coursework and training emphasizes teaching children from poverty, developing emergent literacy skills (including but not limited to oral communication, knowledge of print and letters, comprehension, phonemic awareness, phonological awareness, stages of writing and vocabulary), social/emotional development, numeracy, program evaluation, and early childhood assessment.
- State DSS health and safety requirements must be met.
- Thirty-five square feet of inside classroom space and seventy-five square feet of outside playground space is required.
- Tracking of children from preschool to grade 3 and beyond will determine the benefits of programming, thus developing an annual longitudinal study of program quality and benefits for children.
- Tracking all Child Development children in SASI, the state technology system for education, shows student performance over time.
- Home visits by staff and family participation are required.
- Applications to SC Department of Education must include the following:
  - ✓ Adherence to current Child Development regulations and guidelines.
  - ✓ Evidence that children served would be those of families that meet the Free/Reduced lunch guidelines or are Medicaid eligible.
  - ✓ Pre and post program evaluation utilizing Child Development Program Instructional Review and an evaluation of classroom environmental indicators will be conducted.
  - ✓ Child evaluation plans will be required which screening by DIAL-3 and child assessment with Work Sampling.
  - ✓ Evidence of oversight and regular participation by local early childhood advisory board in compliance with state regulation and guidelines will be reviewed.
  - ✓ Staff development and professional development plans will be tracked on the e-learning system.



## **A. CHILD AND FAMILY ELIGIBILITY**

### **1. Age Enrollment Requirements**

Child must be four years of age on or before September 1, 2006, based on acceptable documentation, such as birth certificates, passports, official medical documents or official documents from other countries. Only age-eligible children whose birthdates are from September 1, 2002 through August 31, 2003, are eligible for participation in the 2006-2007 school year. Proof-of-age eligibility must be on file no later than the day the child begins the Child Development Education Pilot Program (CDEPP).

Children are eligible to attend the South Carolina CDEPP programs for one year. Waivers must be secured from the Department of Education in the rare case that a child would be served for a period longer than a year. Waivers would have to be signed by current Child Development teacher, program administrator or district early childhood coordinator, parent and/or one other family member, and medical provider. An IEP stating, "an additional year in the Child Development Education Pilot Program is necessary" would be acceptable evidence to support a waiver for extended year service.

#### **Other documentation include:**

Documentation of immunization must be on file  
Child Enrollment Application/Registration form for full day programming  
Birth Certificate  
Free/Reduced Lunch application or Medicaid card  
Signed attendance policy.

Children cannot be denied participation on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendment of 1976); or disability (Section 504 of the Rehabilitation Act of 1973, The American with Disabilities Act of 1997) in educational programs.

### **2. Residency Requirements:**

The child must be a South Carolina resident. Proof of residency must be on file that the family resides in either the eight trial districts (appendix 78) or in the 28 plaintiff districts (Appendix 80).

### **3. Parent Requirement:**

A parent must agree to send the child to the child development program for 6.5 hours of instructional time, five days per week, 180 days per year. A child who is chronically tardy or absent can be released from the program. Whenever logistically possible, it is highly recommended that school bus transportation is provided for all CDEPP children.

Exclusions from the 180 days of attendance would include school district breaks due to dangerous weather situations and no more than five days which are required for home visits or allowed for staggered entrance at the beginning of the year.

#### **4. Definition of “most at-risk**

A family that is eligible for one of the following services: Free/Reduced Lunch, Even Start, Head Start, SSI, Food Stamps, Medicaid or Temporary Assistance to Needy Families (TANF). Additional criteria include documented developmental delay, an IEP requiring Child Development inclusion, incarceration of parent, child in a foster home or a child who is homeless. Documentation of family or child pertinent “most at-risk” criteria must be verified and kept on file for review. The results of the DIAL-3 screening and a completed Free/Reduced Lunch application/ or a copy of the Medicaid card must be on file for each child.

### **B. ENROLLMENT**

#### **1. Local School Attendance Zones**

A child, who resides within the local school system, but not within the attendance zone of the specific school providing the Child Development program, may not be denied services.

#### **2. Procedures for Releasing or Suspension of a Child from the Program**

Releasing a child from the program requires prior approval by the local school board and notification to the Office of Early Childhood Education. Once enrolled in the program the child cannot be released or suspended from the CDEPP, unless it is determined that he/she is:

- ◆ Causing harm to himself or others
- ◆ Chronically tardy or absent from the program.

#### **3. Health Services**

All children attending the SC Public School Child Development Education Pilot Program must have a Certificate of Immunization Form. Children must be up-to-date on all immunizations required for school entry.

Child Development providers should work with the Health Department and other health professionals to secure basic screenings within a 90-day time frame. Children should be referred or taken, with parent permission, to the health department when a health related problem is suspected.

CDEPP providers shall ensure that evidence of age-appropriate immunizations or signed religious belief affidavits against such immunizations are maintained for each Child Development child. Immunizations must be up-to-date or affidavits must be on file within 30 calendar days of the start of the child’s Child Development program. CDEPP providers, with the assistance of the Family Literacy Home Visitors, should assist families to obtain these immunizations within the 30-day time frame.

When children enter the program later in the year, the CDEPP provider will make every effort to obtain these documents as soon as possible.

#### **4. Children with Disabilities**

A child who is eligible for the Child Development program and has an IEP identifying 4K as a needed service, under the Individuals with Disabilities Education Act (IDEA), shall not be denied access to the Child Development program. The Individualized Education Program (IEP) team develops the child's IEP, determines the appropriate placement, and makes all decisions concerning the child's needed special education and related services.

When the CDEPP provider refers a child suspected of having disabilities to the local school system, the referral request must be submitted to the special education program in the public school system. Note: Dual enrollment in public school system preschool disabilities classes and South Carolina's Child Development Education Pilot Program is acceptable, ensuring that inclusion is a recommended model.

### **C. INSTRUCTIONAL SERVICES/CURRICULUM**

#### **1. Curriculum**

The CDEPP providers shall implement a complete educational program in accordance with age-appropriate and instructionally sound curriculum, recommended by the Office of Early Childhood Education. Research based recommended curriculum models are Creative Curriculum, High/Scope, and Montessori. Each approved CDEPP 4K provider in the trial districts or the plaintiff districts shall offer an age-appropriate educational program. All aspects of the learning environment, including equipment and materials, classroom environment, outdoor environment, staff child interactions, teaching strategies, learning center provisions, etc. must be founded on current early childhood research and focus on the developmental and academic needs of four year old children.

Approved professional development (curriculum) models for the 2006–2007 school year are:

##### **High/Scope:**

Adult-child interactions are very important, both in small groups and individually. Large group time should be meaningful to the children and limited to a small amount of time in the daily schedule. Children PLAN their learning, DO or interact with the learning in small groups or individually, then come back to group time to REVIEW what they did and learned that day. High/Scope is based on the research by Dr. David Weikart. High Scope has a 45-year history of success.

[www.highscope.org](http://www.highscope.org)

##### **Montessori:**

A hands-on approach to individualized learning in a well-maintained environment that facilitates individual needs. The program is based on respect of the child, parents and environment. Montessori programs have classrooms that are multi aged populated, offer child-centered schedules, enhanced individual and small group learning, and promote a community classroom learning atmosphere. Montessori is research based.

South Carolina Montessori Alliance: <http://scmontessori.org/>  
American Montessori Society: <http://www.amshq.org/>  
Montessori Education Programs, International: <http://www.mepiforum.org/>  
Association Montessori, Internationale: <http://www.ami.edu/>  
Lander University (early childhood Montessori training):  
<http://www.lander.edu/>  
<http://www.montessori.org/>

### **Creative Curriculum:**

A practical approach on how to organize the environment to support children's social development and active learning. It is based on child development theory. By continually changing and enriching the environment, teachers can support learning and creativity in children. It emphasizes establishing a partnership with parents and offers practical ideas for explaining the curriculum to parents.

[www.teachingstrategies.com](http://www.teachingstrategies.com)

**“Best Practices”** is not a curriculum choice but a teacher in-service topic. The selected curriculum should be implemented with fidelity and may not be changed without prior written approval from the Office of Early Childhood Education. On-going support and mentoring should be provided that enables teachers to competently implement the curriculum. Parents should be involved and educated in the curriculum model so they will have appropriate expectations of classroom practices and activities and continue the learning into the time when the child is at home with his family.

Children should have opportunities to participate in planning their learning activities and reflecting on what they have actually done. Rules should be few and clearly understood by parents, children and staff. Classroom management and discipline should stress intrinsic motivation; children should see adults modeling desired behavior and clearly understand limits and procedures. The consequences of behavior infractions should be emphasized rather than a method of punishment. Parents should have the program discipline policy clearly explained to them and they should sign forms stating that they comply with and understand the well-defined procedure.

A program using Montessori must have a Montessori credentialed lead teacher in order to be in compliance. The credential should come from one of the teacher education affiliations supported by the South Carolina Montessori Alliance: American Montessori Society, American Montessori International, Montessori Educational Programs, International and Lander University.

Programs wishing to use alternate research-based professional development models must have prior approval from the South Carolina Office of Early Childhood Education. (See Appendix 99 for details.) Providers will not be allowed to change their curriculum choice during the contract period.

## **The process for using an alternate professional development model**

includes the following process:

- (1) Write a detailed letter to Ms. Robin McCants, Director, Office of Early Childhood Education, 3700 Forest Drive, Columbia, SC 29204 or [rmccants@ed.sc.gov](mailto:rmccants@ed.sc.gov), and including the following:
  - a. name of model
  - b. cite research documenting the success of the model
  - c. include reasons why the model was selected at your site
  - d. tell how long the model has been used and include local research (proof that it is working with your students)
  - e. describe when the training was delivered:
    - 1) who provided the training
    - 2) the qualifications of trainers
    - 3) degree to which teachers and assistants accepted and implement the training
    - 4) further detailed description of local fidelity to the model
- (2) include a copy of the curriculum model criteria form, used by the Staff of the Office of Early Childhood Education, and rate the approach you are using
- (3) expect a visit from staff of the Office of Early Childhood Education who will conduct curriculum model criteria review
- (4) expect a letter from Ms. McCants authorizing your district to use the alternate professional development or denying the request and providing details for selection of one of the three approved models

Programmatic monitoring visits will contain appropriate measures of curriculum fidelity.

## **2. Lesson Plans**

Written lesson plans containing specific instructional activities are required. Documentation of supporting early learning standards (GSGS standards) should accompany the activities. Plans should include appropriate educational experiences in the areas of language/literacy, receptive and expressive communication, math, science, social studies, music, art, drama, social and emotional development and physical development. There should be a balance of active and quiet activities through learning centers which foster individual and group participation. A period of rest and outside physical play is necessary for a child's development.

## **3. Learning Centers**

Learning centers incorporated within the classroom should include areas for art, music, blocks and construction, library, media/technology, mathematics and math manipulation, social studies, science and nature, writing, dramatic-playing, and indoor and outdoor activities. Adults should be able to clearly observe all areas of the classroom at all times. Learning centers should be physically placed in the classroom in an arrangement designed to disengage negative behavior such as a long empty space in the middle of the classroom where children tend to run into each other. Learning centers should be

attractive, inviting, clean and beautiful. For too many children from poverty, the classroom is the only place where the child can see life “as it can be”. Real objects should be used as often as possible, as long as the objects are safe to use. There should be sufficient material in the classroom so that the child is not over stimulated but has plenty of materials and activities to use. No child should be “waiting” with nothing to do. There should be no broken items, activities with missing parts, or items in disarray. Materials should be displayed on shelves in reach of the child. The materials should be arranged so that children can easily learn and be responsible for getting what they need, using that material and returning that material to the shelf. Children are to be taught the responsibility of cleaning up after they have engaged in a learning activity. Refer to Learning Center Checklist (See Appendix 25) and Schedule Checklist (See Appendix 43).

#### **4. Instructional Technology and Passive Media**

Instructional technology such as developmentally appropriate computer software may be used in CDEPP classrooms. Teachers shall preview all software and passive media such as films, videotapes and television programs to ensure that the content is not violent and is age and developmentally appropriate. All instructional technology and passive media should be used sparingly, for no more than 20 minutes daily, and only in support of specific instructional objectives.

#### **5. Assessment**

The CDEPP provider shall ensure that child assessment procedures reflect appropriate practices for young children. Instructional staff shall maintain and update a portfolio for each child in the Child Development program. This type of assessment for young children involves teachers documenting specific skills learned by students through the use of anecdotal observations, portfolio artifacts, and curriculum assessment tools. The common assessment tools that all Child Development programs will use are Work Sampling and the screening tool, DIAL-3 (Developmental Indicators for the Assessment of Learning, Third Edition).

All CDEPP Teachers will be required to use all three elements of the Work Sampling System:

- ☐ Developmental Guidelines and Developmental Checklist
- ☐ Portfolios
- ☐ Summary Reports

There will be two collection periods during the school year: Winter (January), and spring (May). All teachers, teacher assistants and principals will be expected to attend an initial two (2) day training session with one follow-up day during the program year.

All applicants shall be screened using the DIAL-3. The following areas in DIAL-3 must be completed: Language, Concepts, Motor, Self-Help, and Social Development. Their scores must be reported in a raw score. Dial-3 will be done before each child starts in CDEPP and after each child completes CDEPP.

**Note:** Children who do not speak English or have limited English proficiency should be screened in their native language, preferably using instruments that

are available in the child's native language and/or by a bilingual /bicultural assessor.

Observations and portfolios should be organized by the child's name and domain. These observations will reflect the children's ongoing growth and development in all domains (language/literacy, math, science, social studies, creative arts, physical development, and social/emotional development). All observations and portfolio artifacts should be dated. Standardized tests or locally created assessments tools must receive written approval from the Office of Early Childhood Education prior to use in the CDEPP program. Any formal assessment instruments used should be valid, reliable, culturally sensitive, and individually administered by trained personnel.

Use of pass/fail criteria or letter grades are inappropriate practices. The portfolio will be shared with parents at two documented parent-teacher conferences required during the year. The completed assessment tool, documentation of conferences, and child-related documentation should be maintained for a minimum of three years.

To support this program component, teachers are required to attend the Assessment Fair held in the fall of 2006. Training at the Assessment Fair will be required of all teaching staff to ensure that they are using assessment tools to inform their own instruction.

#### **D. MEANINGFUL PARENT INVOLVEMENT**

The Child Development Education Pilot Program recognizes that parents are a child's first and most important teachers. Parent involvement is critical to the success of children and we want parents and families to be actively involved in their child's education this school year and for many school years to come. In order to strengthen meaningful parental involvement in the learning process, parents should be involved at various levels as they support their child's learning in and out of the classroom. Appropriate activities include parent orientation, participation in home visits, parent/staff meetings, parent conferences, parents visiting the classroom and being involved with activities in their child's classroom learning environment. At least monthly parent/staff communication should occur in the language the parents best understand and should cover a variety of topics related to young children and their development. This could include classroom newsletters, sharing articles phone calls or face to face conversations.

##### **1. Parent Orientation**

A parent/family orientation shall be held within the first 20 days of school. This orientation should include a school and classroom tour and the review of the items listed on the Parent/Family Orientation Checklist (please appendix 77).

##### **2. Parent-Teacher Conferences**

A minimum of four parent-teacher conferences will be held during the school year. The first of these conferences will be a home visit prior to the children's first day of school or early in the school year. The CDEPP Teachers will make arrangements for the visits (please see appendix 78). In addition to this first

conference the last one will be an end of the year home visit. Should a parent not be comfortable with a home visit, alternate arrangements can be made.

The remaining conferences will be time for teacher's to share information with parents about their child's experiences and developmental progress. Work Sampling information, Summary Reports, Developmental Checklists and Portfolios will be shared.

### **3. Family Literacy**

The Federal definition of Family Literacy is:

Services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- A.** Interactive literacy activities between parents and their children
- B.** Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- C.** Literacy training for parents that leads to economic self-sufficiency
- D.** An age-appropriate education to prepare children for success in school and life experiences.

The South Carolina Family Literacy model (ACT 135) integrates adult literacy or adult basic education instruction, early childhood education, parenting education, and interactive literacy activities (ILA) between parents and their children into one comprehensive program.

In these family literacy programs, families meet to learn. While their children learn in nearby classrooms, parents pursue their own educational goals. During the day, parents and children work and play together, giving parents the chance to increase their skills as their children's first teachers -- their most important teachers. Coming together as a group, parents provide support to each other during their development as learners, workers, and parents. Parents increasingly understand the importance of education and pass this value to their children. The children's lives are changed through this transformation of family values. (See appendix 56 what is Family Literacy)

### **4. Documentation of the Parent Education and Interactive Literacy Activity Components**

Parenting and interactive literacy activities must be offered at each site and be documented. The Family Literacy Coordinator will document activities using the on-line system. Data to be collected will include who attended, location, title of activity, and parent education outcome. Family Literacy On Line Information System (FLOIS) has places to record the parent's hours of parenting education and hours of Interactive Literacy Activity (ILA); and number of home visits.



## **E. TRANSITION and CONTINUITY**

In order for children to transition smoothly from home to kindergarten and then on through the early elementary grades, there must be similarities in goals, philosophy and expectations of children, families and staff. Any special needs of children should be provided within the early childhood setting to reduce fragmentation of services and facilitate inclusion.

## **F. STUDENT DISCIPLINE**

No employee shall use any form of corporal punishment (which includes but not limited to paddling, striking, or hitting) as a method of discipline in the South Carolina CDEPP program. Isolation should not be used and removal from large group should not exceed that which is appropriate for the developmental age of the child. There are many good books recommended by NAEYC which support positive discipline models in the classroom. Please visit [www.naeyc.org](http://www.naeyc.org)

## **G. RECORD KEEPING**

The CDEPP provider shall retain the following records for a minimum of THREE years:

- Child Development registration form
- Daily attendance records
- Age documentation
- Assessment information
- Parent orientation and conference documentation
- Free/Reduced lunch application or copy of Medicaid card
- Financial records supporting expenses charged to Child Development Program
- DIAL-3 scores (Raw scores converted to percentile scores to determine which children are most in need of the Child Development Program)
- Family Literacy On Line Information System (FLOIS data)
- Professional Development and Parent Activity records on the e-learning Black Board System

## **H. LEADERSHIP/SUPERVISION**

### **I. Administrator Education and Experience**

1. It is ***recommended*** that school-based Child Development Education Pilot Program Administrators complete nine college credit hours in Early Childhood Education.
2. School-based Child Development Education Pilot Program Administrators ***must:***
  - a. Complete twenty contact hours of DSS approved training annually that includes:
    - i. A minimum of five hours of Child Growth & Development, Early Childhood Education and/or Health and Safety.
    - ii. Ten hours in other Early Childhood Areas. Recommended areas include: Guidance, Curriculum Activities, Nutrition and Professional Development.
    - iii. Blood-Borne Pathogens training as required by OSHA.

- b. Communicate the philosophy of their chosen research-based early childhood curriculum to parents, staff and community.
  - c. Implement all federal and local regulations and legislation.
  - d. Assess program quality on a continual basis.
  - e. Institute measures of accountability to strengthen instructional practices and promote curriculum alignment with feeder schools.
3. It is ***preferred*** that Child Development Education Pilot Program Administrators hold a BA or Masters Degree in Early Childhood Education.

## **I. EQUIPMENT, MATERIALS, SUPPLIES**

### **1. Maintenance**

CDEPP providers shall maintain adequate and appropriate equipment, materials, and supplies for each classroom. All materials shall be in good repair. Refer to the Materials and Equipment List (See Appendix 93)

### **2. Playground Equipment**

All CDEPP classrooms shall have a direct exist or protected egress to the playground, and be in close proximity to the playgrounds. Refer to Playground safety checklist (See Appendix 48)

### **3. New/Expansion Classroom grants for supplies and materials**

Equipment, Material, and Supply grants up to \$10,000.00 may be awarded to programs that provide the required documented need for the materials. Purchase requests for supplies/materials/equipment will be reviewed on a case-by-case basis and require prior approval from the Office of Early Childhood Education. Grants will be awarded on the basis of the schools 2005-2006 ECERS-R assessment/ Early Assets Study and a fall 2006 on-site classroom review. Programs must submit a written grant request for Equipment, Materials to the Office of Early Childhood Education. Any approved CDEPP classroom is eligible for this grant opportunity.

### **4. Grant Application is available on the Office of Early Childhood Education Web page.**

## **J. PROGRAM DELIVERY**

The CDEPP program shall provide 6.5 hours of instructional time, five days per week, 180 days per year for eligible children. A calendar or list of school holidays shall be given to each family. A school calendar shall be given to the Office of Early Childhood Education in the fall of 2006.

### **1. Orientation**

An on-site orientation for all teaching and administrative staff and families shall be provided within 20 working days of the beginning of the CDEPP services for children. The school will provide a family orientation meeting. During the family orientation, parents will receive written information concerning meal and extended day opportunities, school calendar, philosophy of the program, and information concerning the Act 135 Family Literacy program. Families of all CDEPP children will have priority in the ACT 135

Family Literacy Program. (See Appendix 56 “What is Family Literacy?” and Appendix 89 “Family /Parent Orientation”)

**2. DSS Licensing**

The classroom shall meet the licensing requirements of DSS, Fire Marshall, DHEC and any other appropriate licensing agencies.

**3. Substitutes**

Child Development provider shall ensure that a substitute lead teacher and/or substitute teacher assistant is present and working in the CDEPP classroom for each day that the regular teaching staff is absent.

**4. Rest Time**

To maximize instructional activities, rest time should not exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest should be given quiet activities such as books and puzzles. All children shall have a cover (sheet) on their individual rest equipment (mat or cot) as well as a cover (blanket) for themselves. Sheets and blankets shall be sent home at least weekly for laundering.

**5. Program/Staff Hours**

An Instructional day is considered 6.5 hours. The OECE recommends that CDEPP employees have a 7.5-hour workday. The remaining time of 1hour of the lead teacher and teacher assistant's day should be used for CDEPP activities such as parent conferences, instructional planning time, assessment documentation, or other activities that impact CDEPP.

**6. Transportation**

Transportation services are provided by the school district. Transportation reimbursement will be provided for any eligible child transported to and from the program on a daily basis as reported on the daily attendance report. Transportation reimbursement rate is \$185.00 per child per year. Field trips are considered part of the instructional program. It is recommended that field trips be taken prior to the beginning of a project or topic to give the child concrete information upon which to base classroom activities.

**Extended Day (Before and After School Care)**

The Public school CDEPP does not require before and after school care. Before and after school care services may be provided at the parent's expense and choice. Income eligible parents who are working, in school or in training may receive services through DSS subsidized childcare programs. These arrangements should be made between the school, parent, and local DSS office to help pay for these services at the school or child care center. Schools may apply to DSS/SDE for funding to provide extended day services at their school.

## **7. Child Development Technical Assistance**

The Office of Early Childhood Education (OECE) will work closely with schools throughout the year. OECE staff will be available for consultation regarding questions about the program, problems with enrollment, DSS licensing, approval of equipment/materials/supplies requests, professional development/training needs, and upon request will work individually with specific teachers.

See appendix pg. 72 for the calendar of required training, and the assignment of the Regional Early Childhood Coordinator who will work in your district.

## **8. On-Site Evaluation**

OECE staff will make announced and unannounced visits throughout the year to monitor and evaluate progress. In an effort to help CDEPP providers become compliant with legislation and all program requirements, local staff will understand the use of the SC Instructional Review, SC Program Review and pertinent checklists. These tools will be used for monitoring throughout the school year. OECE will use these tools to evaluate the CDEPP program; these evaluations will become part of the formal file. There will be two official times that OECE staff will review the programs. A copy of the report will be provided to the school. See appendix 59 "SC Instructional Review")

## **K. GENERAL PERSONNEL and CREDENTIAL INFORMATION**

### **1. Criminal Background Checks**

All program staff must have completed a satisfactory criminal background check. Documentation will be kept on file by the school.

### **2. Credential/Certification Requirements**

A lead teacher must have a valid and current certificate or credential.

- South Carolina Certificate issued by SC Department of Education
- Early Childhood Certification
- Elementary Education (additional 6 hours of coursework in Early Childhood Education would be required)
- Special Education (additional 6 hours of coursework would be required in Early Childhood Education)
- Out-of-state, valid and current, official teaching certificate in Early Childhood or Elementary Education are acceptable during the teacher's first year with the Child Development Education Pilot Program.

**OR**

### **3. Four-Year Related College Degree**

- In Early Childhood, or
- Child Development related field documented by a certified transcript from the college/university, or
- Family Consumer Sciences (with a Child Development, or Child and Family Studies emphasis)
- Education field (Music Education, Physical Education, Art Education)
- Degree in psychology or social work (not sociology) PLUS one of the following:
  - Valid Early Childhood Certificate (AA, AAS, AS), or
  - Valid nationally recognized Child Development Associate (CDA) credential, or
  - Montessori diploma, or
  - A valid nationally recognized Child Care Professional (CCP) credential.

### **4. Teacher Assistants**

It is suggested that all teacher assistants would be salaried for 185 days, 7.5 hours per day of CDEPP service (180 days of instructional services and 5 days of pre/post planning and/or staff training.)

All teaching assistants must meet ALL of the following minimum requirements:

- Be at least 21 years of age
- Possess a high school diploma
- Have experience working with children younger than five years of age
- Meet all the requirements of No Child Left Behind
- Complete all requirements for DSS child day care licensing

- Complete ECD 101 course within one year, if they do not hold a four year degree.

## **L. TRAINING REQUIREMENTS**

### **1. All levels of administrative, teaching, and support staff listed below are required to attend CDEPP/OECE sponsored training.**

- Early Childhood Coordinators
- Principals
- Lead Teachers
- Assistant Teachers
- Family Literacy Coordinators

Registering for and failure to attend training causes valuable training slots to be unused. Non-trial district providers will be required to pay a fee but if there are unused slots, they cannot get staff registered because the class seems to be full. If the trial districts do not attend required training, they will be charged the same fee for the missed training that non-trial districts must pay.

### **2. Required minimum hours of training approved by Center Child Care Career Development:**

All teachers must attend a minimum of 15 hours and all CDEPP Administrators must attend twenty hours of DSS training Child Development Education Pilot Program training must be registered with the Center Child Care Career Development (CCCCD), Greenville SC. Teachers will be sent documentation of attendance in approved training through the CCCCCD.

### **3. Staff Development Plan:**

Providers using a CDEPP approved curriculum must submit a staff development plan for 2006-2007 school year to the OECE. (See Appendix 76 for a sample "Staff Development Plan".)

### **4. Importance of Training:**

To maintain quality standards, annual training is required for all staff directly associated with the Child Development Education Pilot Program. The Early Childhood Coordinators at the district level will verify documentation of staff attendance at training sessions. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding.

### **5. Purpose of Training:**

SC Department of Education, Office of Early Childhood Education will offer multiple training opportunities for Early Childhood Staff. This training is designed to support and extend the participants' learning. These trainings are intended to enhance the skills and knowledge of teaching staff already prepared to teach in the CDEPP. Lack of availability of CDEPP sponsored teacher training should not impact the ability of staff to deliver quality instruction to Child Development students.

**6. Training Reimbursement to Staff:**

The CDEPP provider shall ensure that CDEPP funds are used to pay for substitutes and costs associated with staff travel (lodging, meals in conjunction with overnight travel, mileage, parking, etc) to all required training sessions. CDEPP funds should cover salaries and wages as well as travel expenses for staff when attending required training sessions.

**7. South Carolina Public School Early Childhood Scholarship Program for Teaching Assistants:**

This program provides a scholarship to public school teaching assistants to attend a state technical college to earn a certificate, diploma or associate degree in early care and education. To apply for a scholarship you must be employed fulltime (30 hours/week minimum) at a Public School Child Development Education Pilot Program. Scholarships are awarded on the basis of need and commitment to the early childhood education field, as outlined on the application form.

South Carolina Early Childhood Public School Scholarship program contributes 90% of the cost of tuition, books, provides \$50 for travel, and reimburses the school for the teaching assistant's release time up to six hours per week. Teaching assistants contribute 10% of the cost of tuition. Each participant will be assigned a Public School Scholarship counselor from the Center for Child Care Career Development Office. The counselor will be available to provide assistance as questions arise. Schools must agree to sponsor a scholarship teacher assistant by giving the teacher assistant paid release time each week if course work is taken during the work day. The Public School Early Childhood Scholarship program will reimburse the school for the release time cost up to six hours per week.

Once the scholarship is awarded, the candidate will be able to enroll in classes offered at local technical colleges.

**IMPORTANT NOTE:**

**Once the CDEPP site obtains DSS licensing, this scholarship will transfer to the T.E.A.C.H. Early Care and Education Scholarship award.**

**8. Documentation of Staff Development:**

CDEPP Staff Development Plans will be used by Office of Early Childhood Education to track CDEPP staff development and training. Early Childhood Coordinators, Principals, Teachers and Teaching Assistants are required to complete a Staff Development Plan.

## **M. PUBLIC AWARENESS**

### Public Notification of Program Availability

School districts shall attempt to contact parents or guardians of children who will reach age four on or before September 1 and who have potential for later school failure. The district shall make substantial efforts to publicize the availability of the program for four-year-olds. The CDEPP program will utilize multiple ways to reach the families most in need of these services. The following list of offices and sites is a starting point to ensure that “most at-risk” children are reached:

- WIC-contact, send flyers
- DSS-contact, send flyers
- School district files-school counselors, Current 4 K and Kindergarten teachers
- Local and state media-send PSA, and flyer (radio and television announcements)
- Head Start partners-contact
- Faith based organizations-contact and send flyers to be put in church bulletins
- Child Care Resource and Referral-contact with your local information
- Success by Six-contact, provide local information to them
- Business Community-provide presentations to them, flyers and information
- Parents-Flyers and word-of-mouth information
- Medical clinics, local pediatricians, doctors and Child Find
- Provide the Q&A document and/or flyers with this information in local laundromats, grocery stores, Wal-Mart, Dollar General, beauty salons and barber shops, banks, employment agencies, police stations, colleges, universities, libraries, other discount stores, nail salons, etc. (See Appendix 90, Sample PSA, and Flyers)

## **N. FUNDING**

- Districts will receive \$3,077 per eligible student. The initial allocation will be based on the prior year 135-day free/reduced count for all *existing* 4K students.
- Student counts will be updated at the 45<sup>th</sup> and 135<sup>th</sup> school day and funding will be reallocated accordingly.
- Spending guidelines will be available in the *SDE Funding Manual*.
- Districts will receive \$185 per eligible student 4K student transported through the state transportation system.
- Grants of up to \$10,000 will be awarded for equipping *NEW* classrooms.
- Districts participating in the program will no longer receive EIA Early Childhood funding.
- The revenue and subfund for this program are 3134 and 924, respectively.
- Required Professional Development costs will be reimbursed to the district.



## **O. PROFESSIONAL CERTIFIED STAFF (PCS) SYSTEM**

- Teachers for the 4K program should be recorded in position code 04 – Pre-kindergarten (Child Development)
- Classroom aides (paraprofessionals) should be recorded in position code 91 – Child Development Aide.

## **P. SASI**

- A separate document will be available for those fields required for SASI reporting purposes. According to the proviso, the Education Oversight Committee must provide data and evaluate this program for the state legislature.
- In order for a child to be eligible for this program and in order to receive the funding, the child must be (1) free/reduced lunch or Medicaid eligible (2) enrolled in a full-day program (3) be 4 years of age by September 1 of the school year.

The South Carolina Child Development Education Pilot Program Guidelines for public schools were created in collaboration with the following State Department of Education Divisions: District and Community Services, Educator Quality & Leadership, School Enterprise Operation, Grants, Curriculum Services and Assessment. Special thanks to the following agencies that collaborated with this document: Department of Social Services, Clemson University, USC, Center for Child Care Career Development, and the Good Start Grow Smart Task Force.

This document incorporates information and perspectives from a wide array of resources, including:

South Carolina Regulation: No.: R 43-264.1 HALF-DAY CHILD DEVELOPMENT

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):

59-5-60(1990)

59-5-65 (1990 and Supp. 2002)

General powers of [State] Board.

Minimum standards for student conduct, attendance, and scholastic achievement; enforcement.

59-63-20(6) (Supp. 2002)

Age of attendance.

South Carolina Half-Day Child Development Guidelines

The Effects of the Oklahoma's Universal Pre-K Program on School Readiness

Georgia's Pre-K Program 2006-2007 Application Package, and Curriculum Guidelines

Colorado Preschool Program Handbook-Request for Proposal 2005

New Mexico Pre-K Policy Brief # 2

New York City Department of Education, Office of Programs: Prekindergarten Instructional Review

# **APPENDIX**

## Table of Contents

Proviso 1.75 .....	<a href="#"><u>3</u></a>
Learning Centers Checklist .....	<a href="#"><u>9</u></a>
Room Arrangement Checklist .....	<a href="#"><u>20</u></a>
Schedule Checklist.....	<a href="#"><u>26</u></a>
Playground Safety Checklist .....	<a href="#"><u>31</u></a>
What is Family Literacy? .....	<a href="#"><u>38</u></a>
Family Literacy Statement.....	<a href="#"><u>39</u></a>
South Carolina Instructional Review.....	<a href="#"><u>41</u></a>
Required Training for CDEPP .....	<a href="#"><u>73</u></a>
Staff Development Plan .....	<a href="#"><u>77</u></a>
CDEPP Administrator Professional Development Plant.....	<a href="#"><u>81</u></a>
South Carolina Trial School Districts .....	<a href="#"><u>84</u></a>
South Carolina Plaintiff School Districts .....	<a href="#"><u>86</u></a>
SC CDEPP Child Registration Form .....	<a href="#"><u>92</u></a>
Parent/Family Orientation Checklist .....	<a href="#"><u>95</u></a>
Media Releases .....	<a href="#"><u>101</u></a>
Parent Teacher Conference Form.....	<a href="#"><u>103</u></a>
Materials and Equipment List .....	<a href="#"><u>105</u></a>
Classroom material/supply Grant Application (will be available by September) .....	<a href="#"><u>115</u></a>
Approval process for alternative curricula models .....	<a href="#"><u>116</u></a>

## PROVISO 1.75

### Child Development Education Pilot Program

**1.75.** (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2006-2007 and 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) Beginning with the 2006-07 school year and continuing through the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. While participating in the pilot program, Education Improvement Act funding from the four-year-old early childhood program as authorized pursuant to Section 59-139-70 of the 1976 Code may only be used to fund teacher salary supplements and fringe benefits as required by Section 59-20-50. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

*The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state.*

Unexpended funds from the prior fiscal year for this program shall be carried forward and used by the First Steps to Readiness Board of Trustees to provide services to children zero to three years of age in the districts outlined in section (A).

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and an appropriate free and reduced lunch application form or statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. This shall consist of 6.5 hours of instructional time daily and 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

(2) comply with all state and local health and safety laws and codes;

(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

(4) be accountable for meeting the education needs of the child and report regularly to the parent on his progress;

(5) comply with all program, reporting, and assessment criteria required of providers;

(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent and teacher conferences;

(7) designate whether extended day services will be offered to the parents of children participating in the program; and

(8) be approved, registered, or licensed by the Department of Social Services.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment.

(D) The Department of Education and the Office of First Steps to School Readiness, in consultation with the Education Oversight Committee shall:

(1) develop the provider application form;

(2) develop the child enrollment application form;

(3) develop a list of approved curricula for use in the program based upon the South Carolina Content Standards;

(4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program;

(5) establish criteria for awarding new classroom equipping grants;

(6) establish criteria for the parenting education program providers must offer; and

(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio;

(4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits

providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility in consultation with the Department of Social Services;
- (3) review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility in consultation with the Department of Social Services;
- (3) review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2006-07 school year, the funded cost per child shall be \$3,077. Additionally, a reimbursement rate of \$185 per child will be appropriated to providers if the provider transports children to and from school.

Providers who are reimbursed are required to retain records as required by their fiscal agent. For the 2007-2008 school year the funded cost per child shall be the same but shall be increased by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to \$10,000 per class for the equipping of new classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) aid the Department of Education and the Office of First Steps to School Readiness in the verification of student enrollment eligibility;

(2) maintain a list of all approved public and private providers; and

(3) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

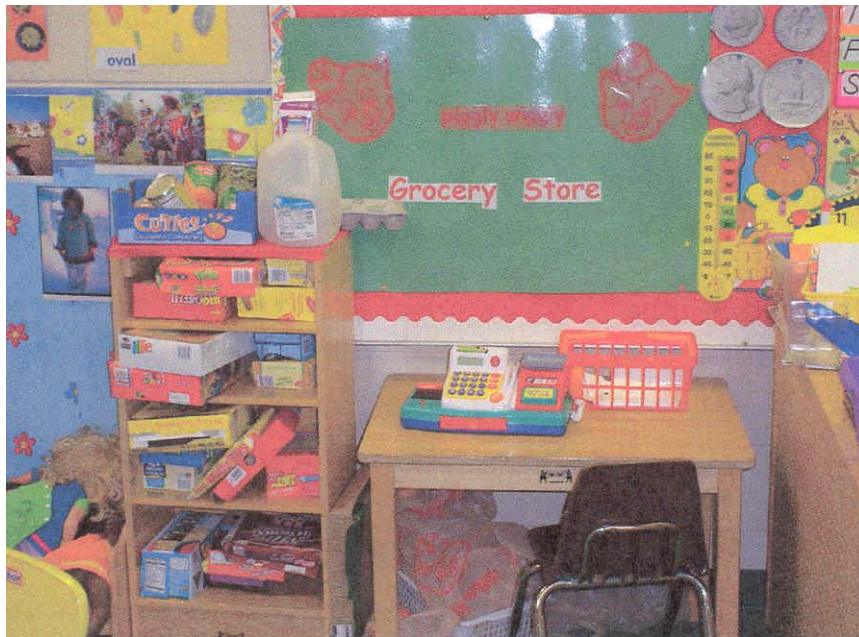
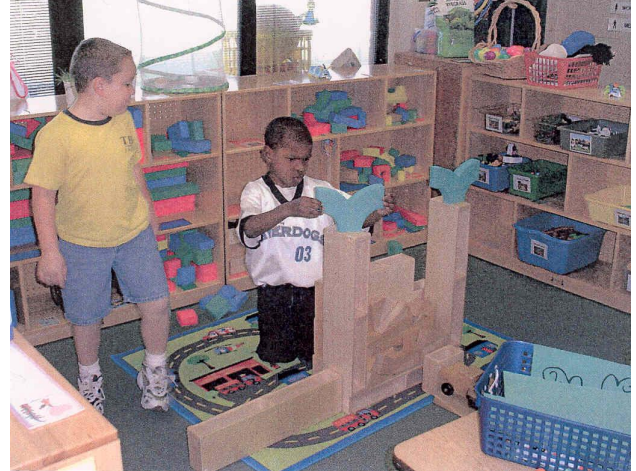
*(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers.*

*To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.*



# Learning Centers

Young children flourish in an environment that provides them multiple opportunities to explore, make things, experiment, and follow their own interests. In an effort to make sure South Carolina early childhood professionals are supporting the learning needs of our youngest children, the Office of Early Childhood Education has created this easy-to-use checklist that allows individuals and programs to examine the learning centers and the appropriateness of the materials in the learning centers.



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*“Imagination is  
more important  
than  
knowledge.”*

*--Albert Einstein*

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*“Play is the highest phase of child  
development—of human development at  
this state...It gives therefore joy,  
freedom, contentment, inner and outer  
rest, peace with the world. It holds the  
sources of all that is good.”*

*-- Friedrich Froebel*

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## Learning Centers Checklist

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*Young children need access to a wide variety of developmentally appropriate and culturally relevant materials and activities to foster their social/emotional, physical, and cognitive development.*

### I. Books

	Yes	No
1. Classroom has more than 5 intact books.  <b>Comments:</b>		
2. Staff read to children at least once a day.  <b>Comments:</b>		
3. Classroom has enough books for half of the children in the class to have one at the same time.  <b>Comments:</b>		
4. Schedule allows for appropriate time for children to interact with books.  <b>Comments:</b>		
5. Classroom has at least 20 books with 3-4 examples of fantasy, factual information, people, animals, and nature/science.  <b>Comments:</b>		
6. Books are accessible to children for a substantial part of the day.  <b>Comments:</b>		
7. Classroom has a reading center.  <b>Comments:</b>		

	Yes	No
8. Books and materials are appropriate for the children.  <b>Comments:</b>		
9. Classroom staff read to small groups of children informally each day.  <b>Comments:</b>		
10. New books are added to the classroom at least monthly.  <b>Comments:</b>		
11. At least 3 books in the classroom relate to current topic.  <b>Comments:</b>		

## II. Fine Motor

	Yes	No
12. At least 2 examples from each category of materials (small building toys, art, manipulatives, puzzles) are accessible to children.  <div> <div> <b>Small Building Toys:</b>        </div> <div> <b>Manipulatives:</b>        </div> </div> <div> <div> <b>Art:</b>        </div> <div> <b>Puzzles:</b>        </div> </div>		
13. Most of the fine motor materials are complete and in good repair.  <b>Comments:</b>		

	Yes	No
14. Fine motor materials are accessible to children for a substantial part of the day.  <b>Comments:</b>		
15. Materials are on different levels of difficulty.  <b>Comments:</b>		
16. Fine motor materials are rotated at least monthly.  <b>Comments:</b>		
17. Containers and shelves are labeled.  <b>Comments:</b>		

### III. Art

	Yes	No
18. Individual expression in art activities is encouraged.  <b>Comments:</b>		
19. Art materials are available to children for an appropriate amount of time.  <div> <div><b>Drawing (required):</b></div> <div><b>Paints:</b></div> <div><b>3-D Materials:</b></div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div> </div> <div> <div><b>Collage Materials:</b></div> <div><b>Tools:</b></div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>		

	Yes	No
20. Art materials are available to children for a substantial part of the day.  <b>Comments:</b>		
21. 3-D art materials available at least once a month.  <b>Comments:</b>		
22. Art activities relate to other classroom activities.  <b>Comments:</b>		
23. Older children are allowed to work on an art project over several days.  <b>Comments:</b>		

#### IV. Music/movement

	Yes	No
24. At least 2 types of music materials are available to the children for an appropriate amount of time.  <b>Comments:</b>		
25. At least 1 music activity initiated by the staff is done daily.  <b>Comments:</b>		
26. Movement/dance activities done at least once a week.  <b>Comments:</b>		

	Yes	No
<p>27. Classroom has enough musical instruments for at least half of the children to use at the same time.</p> <p><b>Musical Instruments:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>28. A variety of music is used with the children.</p> <p><b>Types of music:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>29. Children can use music materials during center time.</p> <p><b>Comments:</b></p>		

## V. Blocks

	Yes	No
<p>30. Classroom has enough blocks and accessories for at least 2 children to use at the same time.</p> <p><b>Comments:</b></p>		
<p>31. Space used for block play has clear floor space and is protected from traffic.</p> <p><b>Comments:</b></p>		

	Yes	No
<p>32. Classroom has enough blocks and accessories for at least 3 children to use at the same time.</p> <p><b>Accessories:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>33. Blocks and accessories are available for a substantial part of the day.</p> <p><b>Time Blocks are Available:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>34. At least 2 types of blocks are available to the children.</p> <p><b>Types:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>35. Blocks are available outdoors.</p> <p><b>Comments:</b></p>		
<p>36. Storage for blocks and accessories is labeled.</p> <p><b>Comments:</b></p>		

## VI. Sand/water

	Yes	No
37. Sand or water play available to the children.  <b>Comments:</b>		
38. Toys for sand/water play available to the children.  <b>Comments:</b>		
39. Sand and water play available to the children. <i>(May be either indoors or outdoors.)</i>  <b>Comments:</b>		
40. Variety of toys available to the children.  <b>Comments:</b>		
41. Sand or water play available to the children for an appropriate amount of time. <i>(Programs over 4 hours, 1 hour each day. Programs under 4 hours, ½ hour each day.)</i>  <b>Comments:</b>		
42. Sand and water play available to the children both indoors and outdoors.  <b>Comments:</b>		
43. Different activities done with sand and water.  <b>Comments:</b>		



## VII. Dramatic Play

	Yes	No
44. Some dramatic play materials and furniture available, allowing children to act out family roles.  <b>Comments:</b>		
45. Materials are available to the children for an appropriate amount of time.  <b>Comments:</b>		
46. Both men's and women's dress-up clothes available to the children.  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Men's Clothes</b>             _____            _____            _____            _____         </div> <div style="width: 45%;"> <b>Women's Clothes:</b>             _____            _____            _____            _____         </div> </div>		
47. At least 2 different themes available to the children.  <b>Themes:</b>  _____ _____		
48. Materials available for a substantial part of the day.  <b>Comments:</b>		
49. Materials are rotated at least once a month.  <b>Comments:</b>		
50. Dramatic play available outdoors.  <b>Comments:</b>		

## VIII. Science

	Yes	No
<p>51. Materials from various categories are available to the children.</p> <p><b>Living Things:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Collections of Natural Objects:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Activities:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Books, Games, Toys:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>52. Children are encouraged to bring natural things into the classroom to share.</p> <p><b>Comments:</b></p>		
<p>53. Materials available to the children for an appropriate amount of time.</p> <p><b>Comments:</b></p>		
<p>54. Materials available to the children for a substantial part of the day.</p> <p><b>Comments:</b></p>		
<p>55. Classroom staff use everyday events for science learning.</p> <p><b>Comments:</b></p>		
<p>56. Classroom staff conduct in-depth science activities at least once every 2 weeks.</p> <p><b>Comments:</b></p>		

## IX. Math

	Yes	No
<p>57. Materials from various categories are available to the children.</p> <p><b>Counting:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Measuring:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Comparing Quantities:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Shapes:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Written Numbers:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>58. Materials are available to the children for an appropriate amount of time.</p> <p><b>Comments:</b></p>		
<p>59. Materials are available for a substantial part of the day.</p> <p><b>Comments:</b></p>		
<p>60. Classroom staff use daily activities for math learning.</p> <p><b>Comments:</b></p>		
<p>61. Classroom staff conducts in-depth math activities at least once every 2 weeks.</p> <p><b>Comments:</b></p>		

## Scoring

Length of Program	Time Required for Books
Between 5 and 7 hours	45 minutes
More than 7 hours	1 hour

# Room Arrangement

Educators in the Italian Reggio Emilia schools believe that “the environment is the third teacher.”

Meaningful environments have spaces with assigned purposes. In early childhood settings, space plays many different roles – a place to play, a place to interact in large group settings, a place to play alone or with a friend, a place to belong, and a place to learn.



In an effort to make sure South Carolina early childhood professionals are supporting the learning needs of our youngest children, the Office of Early Childhood Education has created this easy-to-use checklist that allows individuals and programs to examine the environment and appreciate its impact on the development of young children.



## Room Arrangement Checklist

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*Young children need safe, adequate and appropriate indoor space to grow and develop to their fullest potential.*

### I. Physical Space/Layout

	Yes	No
<p>1. Classroom has defined interest centers.</p> <p><b>List centers below:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div>		
<p>2. Classroom is easily supervised. (There are no blind spots)</p> <p><b>Comments:</b></p>		
<p>3. There is enough space for several activities to go on at same time.</p> <p><b>Comments:</b></p>		
<p>4. Quiet and active centers are placed away from each other.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Quiet Centers:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 45%;"> <p><b>Active Centers:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div>		

	Yes	No
5 .Learning centers are arranged so activities are not interrupted.  <b>Comments:</b>		
6. Learning centers are organized for independent use by children.  <b>Comments:</b>		
7. Additional materials are added to learning centers at least monthly.  <b>Comments:</b>		
8. Space allows for children to play alone or with a friend.  <i>If yes, please list spaces for privacy below:</i>  <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>_____</div> <div>_____</div> </div>		
9. Children have access to space for privacy for a substantial portion of the day.  <b>Comments:</b>		
10. Space for privacy is easily supervised.  <b>Comments:</b>		

## II. Furnishings

*Young children need safe, adequate and appropriate furnishings to grow and develop to their fullest potential.*

	Yes	No
<p>1. Classroom has sufficient basic furniture (chairs, tables, cubbies, shelves, etc.).</p> <p><b>Furnishings in classroom:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>2. Furnishings are sturdy and in good repair.</p> <p><b>Comments:</b></p>		
<p>3. Routine care furniture (cubbies, cots/mats) are conveniently located</p> <p><b>Comments:</b></p>		
<p>4. Woodwork bench, sand/water table, or art easel used</p> <p>List which is available and used by children:</p> <p>_____</p> <p>_____</p> <p><b>Comments:</b></p>		
<p>5. Furniture is child-sized</p> <p>Number of children in class: _____</p> <p>Number of child-sized furnishings: _____</p> <p>Percentage child-sized: _____ (<i>% should be <math>\geq 75\%</math></i>)</p> <p><b>Comments:</b></p>		

	Yes	No
<p>6. Classroom has soft furnishings (Ex. carpeting, upholstered chairs, bean bags, floor pillow, etc.)</p> <p><i>If yes, please list soft furnishings below:</i></p> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <p><b>Comments:</b></p>		
<p>7. Classroom has soft toys</p> <p><i>If yes, please list soft toys and quantities below:</i></p> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div>		
<p>8. Classroom has a cozy area, which provides a substantial amount of softness</p> <p><b>Comments:</b></p>		
<p>9. Cozy area is protected from active play</p> <p><b>Comments:</b></p>		
<p>10. Children have access to cozy area for a substantial portion of the day</p> <p><b>Comments:</b></p>		
<p>11. Soft furnishings and toys are clean and in good repair</p> <p><b>Comments:</b></p>		

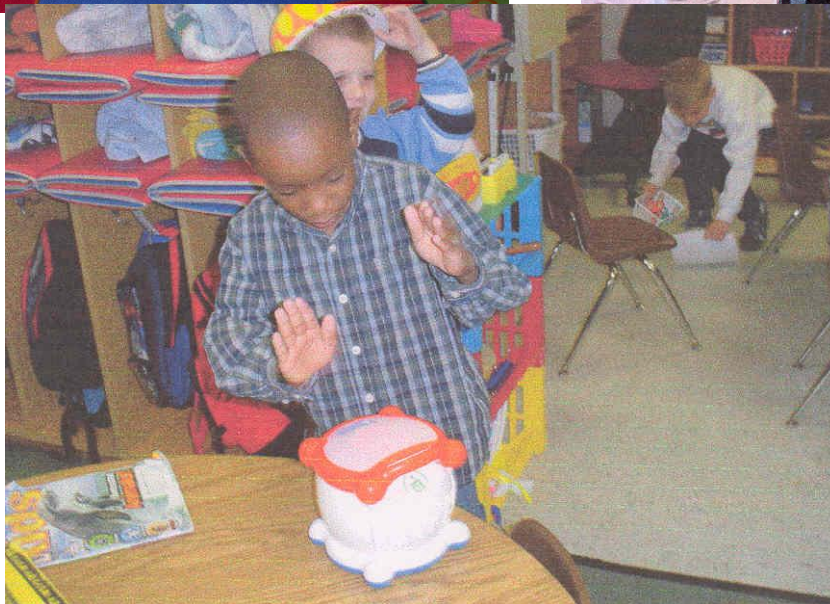
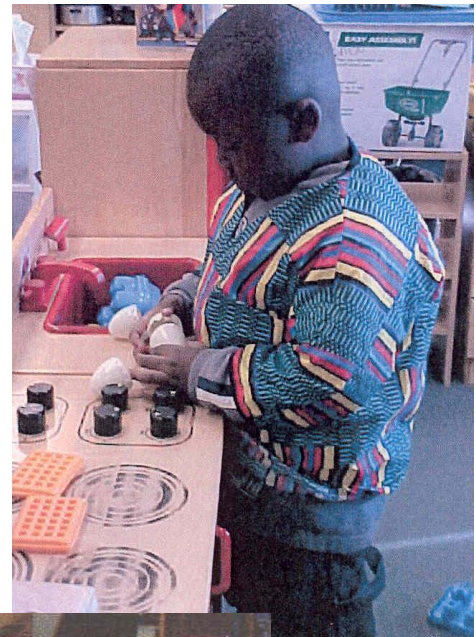


### III. Display

	Yes	No
1. Materials displayed are appropriate for the children in the classroom. <b>Comments:</b>		
2. Children's work is displayed in the classroom. <b>Comments:</b>		
3. At least 50% of display is children's work. <b>Comments:</b>		
4. At least 30% of display relates closely to the children and to current activities. <b>Comments:</b>		
5. Much of display is on children's eye level. <b>Comments:</b>		
6. Majority of children's work is individualized. <b>Comments:</b>		
7. Three-dimensional artwork is displayed. <b>Comments:</b>		

# Schedule

Children thrive on having a consistent routine that provides a balance of activities designed to meet individual needs and foster physical, cognitive, social, and emotional growth. Best practice promotes a daily schedule with large amounts of time for play, smooth transitions between activities, and a balance between child-initiated and teacher-directed activities. In an effort to make sure South Carolina early childhood professionals are supporting the learning needs of our youngest children, the Office of Early Childhood Education has created this easy-to-use checklist that allows individuals and programs to examine the daily routines and schedules in their classrooms.



## Daily Schedule Checklist

*Young children need a dependable daily routine that includes a substantial amount of time for center-based play activities as well as time for gross motor activity. The daily routine should be flexible and should provide opportunities for individual, small group, and large group activities.*

	Yes	No
1.Children in the class are aware of a basic daily schedule.  <b>Comments:</b>		
2. Schedule allows for individual interests of children.  <b>Comments:</b>		
3. Written schedule is posted in the classroom.  <b>Comments:</b>		
4. Schedule allows for at least one indoor and one outdoor play period each day.  <div style="display: flex; justify-content: space-between;"> <div> <b>Time for indoor play:</b>            _____            _____            _____         </div> <div> <b>Time for outdoor play:</b>            _____            _____            _____         </div> </div>		
5. Schedule allows for gross motor and less active play daily.  <div style="display: flex; justify-content: space-between;"> <div> <b>Time for gross motor play:</b>            _____            _____            _____         </div> <div> <b>Time for less active play:</b>            _____            _____            _____         </div> </div>		

	Yes	No
6. Schedule allows for flexibility.  <b>Comments:</b>		
7. Schedule allows for teacher directed and child initiated play activities daily.  <b>Comments:</b>		
8. Schedule provides play activities for at least one third of the day.  <b>Play activities:</b>  <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>		
9. Children do not go more than 3 minutes without activity.  <b>Comments:</b>		
10. Classroom has adequate toys, games, and equipment to use in free play.  <b>Comments:</b>		
11. Schedule allows appropriate amount of time for free play both indoors and outdoors.  <b>Comments:</b>		
12. Adequate supervision is provided during free play.  <b>Comments:</b>		
	Yes	No

13. Free play occurs for a substantial part of the day.  <b>Comments:</b>		
14. Supervision during free play is part of instruction.  <b>Comments:</b>		
15. Amount of time children are kept together as a whole group is limited.  <b>Comments:</b>		
16. During the day, many play activities occur in small groups or individually.  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Large Group Play Activities:</b>   <hr/>  <hr/>  <hr/> </div> <div style="width: 45%;"> <b>Small Group/Individual Play Activities:</b>   <hr/>  <hr/>  <hr/> </div> </div>		
17. During the day, some routines are done individually or in small groups.  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Large Group Routines:</b>   <hr/>  <hr/>  <hr/> </div> <div style="width: 45%;"> <b>Small Group/Individual Routines:</b>   <hr/>  <hr/>  <hr/> </div> </div>		
18. Schedule allows many opportunities for children to interact in self-selected small groups.  <b>Comments:</b>		

### Scoring

Length of Program	Time Required for Both Indoor and Outdoor Play
Between 5 and 7 hours	45 minutes
More than 7 hours	1 hour

# Playground Safety

Every 2½ minutes, a child is injured on a playground. Research proves that children cannot learn if their health and safety are not first protected. In an effort to make sure South Carolina early childhood professionals are protecting the health and safety of our youngest citizens, the Office of Early Childhood Education has created this easy-to-use checklist that allows individuals and programs to examine the safety and the appropriateness of their playground and equipment.



- Each year approximately 200,000 children receive emergency room care for playground-related injuries (U.S. Consumer Products Safety Commission, 2001).
- Every 2½ minutes a child is injured on the playground (University of Northern Iowa, 2004).
- More children are injured on playgrounds than in bicycle or motor vehicle accidents (Cincinnati Children's Hospital, 2001).
- Children between the ages of 5 and 9 were three times more likely to be injured on the playground than 10 to 14 year olds (Cincinnati Children's Hospital, 2001).
- Playground-related injuries among children 14 years old and younger cost an estimated \$1.2 billion annually (National Center for Injury Prevention and Control, 2004).
- More than 75% of nonfatal playground injuries occur on public playgrounds. Most of those injuries occur on school playgrounds (National Center for Injury Prevention and Control, 2004).

## Playground Safety Checklist

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### I. Space

Children need adequate space for gross motor experiences that is safe and that promote the development of numerous gross motor skills.

	Yes	No
<b>Q. <u>Playground is enclosed on all sides.</u></b>  Comments:		
2. The fence is free of protruding bolts and other catch points.  Comments:		
3. Playground provides adequate space for children. <i>(Desired size is at least 75 square feet per child)</i>  Comments:		
4. Playground is easily supervised. <i>(There are no blind spots)</i>  Comments:		
5. Playground is free of fire ants.  Comments:		
6. Playground has no visible signs of animal contamination.  Comments:		
7. Playground is free of trash.  Comments:		



	Yes	No
<p>8. Playground is organized so that different activities do not interfere with one another.  <i>(ex. ball play is away from climbing equipment)</i></p> <p>Comments:</p>		
<p>9. Playground provides adequate cushioning for all equipment.  <i>(refer to Playground Information Sheet for requirements)</i></p> <p>Comments:</p>		
<p>10. Sidewalks are free of sand.</p> <p>Comments:</p>		
<p>11. Playground is free of exposed tree roots and/or exposed concrete footings.</p> <p>Comments:</p>		
<p>12. Playground has a variety of surfaces.  <b>(If yes, please list surfaces below)</b></p> <p>_____</p> <p>_____</p> <p>Comments:</p>		
<p>13. Playground provides protection from natural elements:  <i>(ex. shade, shelter, drainage)</i>  <i>If yes, please list protections below:</i></p> <p>_____</p> <p>_____</p> <p>Comments:</p>		

	Yes	No
<p>14. Playground has convenient features.  <i>(Ex. water, restrooms, direct access from classrooms)</i></p> <p><i>If yes, please list protections below:</i></p> <p>_____</p> <p>_____</p> <p>Comments:</p>		

## II. Equipment

**Children need regular experiences with safe, age-appropriate gross motor equipment that promotes the development of numerous gross motor skills.**

	Yes	No
<p>1. There is adequate gross motor equipment for the children.  <i>(Children do not have to wait long to use equipment of <b>their</b> choosing.)</i></p> <p>Comments:</p>		
<p>2. At least 75% of the gross motor equipment is appropriate for the age and the ability of the children.</p> <p>Comments:</p>		
<p>3. At least 75% of the gross motor equipment is in good repair.</p> <p><i>(Ex: wooden equipment is splinter-free, metal equipment is free of rust)</i></p> <p>Comments:</p>		

	Yes	No
<p>4. Play structures have a minimum of 12 feet of space between them.</p> <p><b>Comments:</b></p>		
<p>5. If swings are used, they are not attached with “S” hooks.</p> <p><b>Comments:</b></p>		
<p>6. Gross motor equipment promotes the development of a variety of skills.</p> <p><b>(Please list skills below)</b></p> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <p><b>Comments:</b></p>		
<p>7. Both stationary and portable gross motor equipment is used.</p> <p><b>(List gross motor equipment available to the children below)</b></p> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <div> <div>_____</div> <div>_____</div> </div> <p><b>Comments:</b></p>		

	Yes	No
<p>8. Gross motor equipment promotes development of skills on different levels.</p> <p><b>(List examples of this below)</b></p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="width: 45%; border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <p><b>Comments:</b></p>		

## Playground Information to Use with the Environment Rating Scales

*Based on information from the U.S. Consumer Product Safety Commission, Handbook for Public Playground Safety, Pub. No. 325. These guidelines are a basic overview of areas to review when scoring playground and safety items in the ECERS-R, ITES-R, FDCRS, or SACERS. This list is not to be used as a comprehensive guide for playground assessment.*

**Catch Points and Protruding Hardware** – There should be no dangerous pieces of hardware, such as protruding bolt ends and narrow gaps in metal connections or open "S" hooks at the top and bottom of swings. Exposed hardware can cut children, puncture skin, or catch clothing drawstrings, which could strangle a child. The top of fences less than 4 feet in height also should be checked for protrusions.

**Entrapment** – Children can get trapped and strangle in openings where they can fit their bodies but not their heads through the space. Therefore openings in guardrails, spaces between platforms, between ladder rungs, and uprights in protective barriers, should measure less than 3.5 inches or more than 9 inches. However, if the ground is the bottom edge of a space between 3.5 inches and 9 inches, it is not considered an entrapment hazard because the child will not be in danger of choking.

**Pinch, Crush, Shearing, and Sharp Hazards** – Equipment should not have sharp points or edges that could cut skin. Moving pieces of equipment, such as suspension bridges, track rides, merry-go-rounds, or seesaws, should not have accessible moving parts that might crush or pinch a child's finger or other body part.

**Protective Barriers** – A protective barrier is an enclosing device around an elevated platform that is intended to prevent both inadvertent falls from the platform and deliberate attempts to pass through the barrier. In other words, children should not be able to jump over it or move through it. For preschoolers, full protective barriers are preferred because they provide more protection from falls. Protective barriers are required for platforms that are over 30 inches above the ground. The top surface of the barrier should be at least 29 inches above the platform. No child should be able to climb over, under or through the barrier. For equipment used *only* by school-aged children, including 5-year-olds, any platform more than 48 inches above the ground requires protective barriers. The top surface of the protective barrier must be at least 38 inches high.

**Guardrails** – A guardrail is an enclosing device around an elevated platform that is intended to prevent inadvertent falls from the platform. A child might be able to climb over, under or through the guardrail. For preschoolers through 4 years of age, guardrails prevent falls from elevated platforms that are higher than 20 inches, and up to 30 inches, above the ground. For preschoolers through 4 years of age, the top surface of the guardrails should be at least 29 inches above the platform, and the lower edge should be no more than 23 inches above the platform. For equipment used *only* by school-aged children, including 5-year-olds, any platform more than 30 inches above the ground (but not over 48 inches above the ground) will need guardrails at least 38 inches above the platform, with the lower edge no more than 28 inches above the platform. When mixed age groups of preschool- and school-aged children use the same equipment (e.g., 4- and 5-year-olds) the most stringent requirements are applied to ensure safety for all. For example, platforms used by the group will require protective barriers, rather than guardrails if they reach the height listed for preschoolers.

Guardrails and barriers must be of the height required for school-aged children, which is higher than required for preschoolers. Platforms that are layered on equipment, (e.g., one platform leading up to another in a step-like manner), so that it would be impossible for preschoolers to fall more than 20 inches from one level to another (or school-aged children to fall 30 inches to another platform) do not require barriers or guardrails if they would interfere with the intended use of the equipment (e.g., stepping up to the next level).

**Tripping Hazards** – There should be no exposed concrete footings, abrupt changes in surface elevations, tree roots, tree stumps, or rocks, which can trip children or adults.

**Protective Surfacing** – The surfaces under and around play equipment should be soft enough to cushion falls, which are the most frequent causes of injuries on playgrounds. For specifics on depth of material, see the chart below. When the surfacing in much used areas becomes displaced (e.g., under swings, slides) it should be raked back or replaced to maintain correct depth.

**Fall Zones** – Resilient surfacing shall extend beyond the external limits of stationary equipment for a minimum of 6 feet. Swings shall have resilient surfacing that extends 2 times the length of the pivot point to the surface below. The surfacing shall be to the front and rear of the swing. Tot swings shall have resilient surfacing that extends 2 times the length of the pivot point to the bottom of the swing seat, both in the front and rear of the swing. Tot swings are defined as swings with enclosed seats. Tire swings shall have resilient surfacing that extends a distance of 6 feet plus the measurement from the pivot point to the swing seat and 6 feet to the side of the support structure.

**Equipment Spacing** – Play structures should be spaced at least 12 feet apart to allow children space to circulate around or fall without striking another structure. Moving pieces of equipment should be located in an area away from other play structures so children have adequate room to pass from one play area to another without being struck by a moving swing or by another child exiting from a slide.

### **Critical Heights of Playground Equipment for Various Types and Depths of Resilient Surfaces**

Based on Information from the U.S. CONSUMER PRODUCT SAFETY COMMISSION (CPSC Publication No.325), Handbook for Public Playground Safety. When no requirement is provided for a specific height of equipment, we have used the requirement for the next higher height, so requirements are conservative, erring on the side of safety.

	Wood Chips	Double Shredded Bark	Uniform Wood Chips	Fine Sand	Coarse Sand	Fine Gravel
<b>Equip. Height</b>	<b>**Uncompressed Depths of Materials in Fall Zone</b>					
<b>Five feet or less</b>	6 in.	6 in.	6 in.	6 in.	6 in.	6 in.
<b>Six feet</b>	6 in.	6 in.	6 in.	12 in.	12 in.	6 in.
<b>Seven feet</b>	6 in.	9 in.	9 in.	12 in.	12 in.	9 in.
<b>Eight feet</b>	9 in.	9 in.	12 in.	12 in.	12 in.	12 in.
<b>Nine feet</b>	9 in.	9 in.	12 in.	12 in.	N/A	12 in.
<b>Ten feet</b>	9 in.	9 in.	12 in.	N/A	N/A	12 in.

For poured or installed foam or rubber surfaces, the materials must meet the ASTM F1292 requirements. Verify through a written statement from the manufacturer.

# **FAMILY LITERACY INITIATIVE**

## **South Carolina**

### **WHAT IS FAMILY LITERACY**

Family literacy is a comprehensive set of educational services (adult education, early childhood education, parenting education and interactive literacy activities) designed to help families face economic challenges due to low literacy. When a family is a part of a comprehensive family literacy program, the entire family learns together and supports each other in climbing the literacy ladder with the top rung being a lift out of the intergenerational poverty that accompanies low literacy.

Most family literacy programs are provided through local school districts, but family literacy programs do not operate in isolation. Family literacy programs align with health care agencies and faith-based agencies along with Head Start and private child care centers to offer parents a full spectrum of services to strengthen the family unit. This strengthening ultimately leads to self-sufficiency. Families establish plans that help each member reach literacy goals. The goal for the 0-4 year-old is school readiness skills. Goals for the parent are to improve parenting skills, and/or obtain a high school diploma, learn English as a secondary language, if applicable. Parents are often guided into post secondary education and/or a job change or career advancement.

### **Who Benefits From Family Literacy Programs?**

Everyone! Families. Children. Schools. Communities and ultimately the State of South Carolina. Benefits are for families in poverty, teen parents, adults needing to obtain a GED, parents needing help with parenting skills, and children with developmental delays. Children need parents that are aware of how to support them educationally. Families who need to learn English as a second language also need services. Most importantly through family literacy parents/guardians gain the skills they need to become responsible partners in educating their children. Family literacy programs operate on the premise that literacy is a family affair. When families participate in the four components of family literacy, (adult education, early childhood education, parenting and interactive literacy), long term change happens that enables families to raise themselves out of poverty. All family literacy programs provide the same four components, (adult education, early childhood education, parenting and interactive literacy) but the programs are designed to meet the individual needs of the family with support and collaboration from other agencies. Family literacy programs are as diverse as the families participating. The love of learning begins at home with a parent or guardian. Family literacy programs provide families with individual family education plans that move the entire family toward literacy and educational advancement. The program supports parents in their role as primary teacher for their children. Family literacy programs help adults obtain skills for employment or advancement in employment. Teen parents see hope as they learn to access an alternative to a life of poverty. Strong communities invigorate the economy and culture of our state. Family literacy strengthens communities one family at a time.

# FAMILY LITERACY

**State Department of Education, Office of Early Childhood Education**

STRENGTHENING COMMUNITIES IN SOUTH CAROLINA, ONE FAMILY AT A TIME THROUGH FAMILY LITERACY

## **Act 135 Parenting/Family Literacy (Proviso 1A.26)**

### **Child Development Education Pilot Program Instructional Review**

The *Guidelines for Implementing Parenting/Family Literacy Programs as Required by Act 135 Proviso 1A.26* state that districts must develop a process to identify and recruit families. Programs must include intensive and special efforts to recruit and give priority to serving those parents or guardians of children ages birth through 5 years who are considered at risk for school failure, as indicated primarily by (1) a low level of income, (2) a low level of adult literacy or English language proficiency of the eligible parent and (3) teen parenting. School districts and their partners may decide to continue serving specific families after the parent receives her/his GED or High School Diploma; however, due to the large number of families in need of comprehensive services and the funding limitations, this should be the exception and not the rule. Parent participation by parents or guardians of children who are a part of the Child Development Education Pilot Program Instructional review qualified as an exception and parents of these children should be enrolled in or continue participation in the districts family literacy program.

The goal of family literacy is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the state's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Although school districts and their partners may decide to serve some families with parenting-only programs, EIA funding must focus on the implementation of comprehensive, intensive, and integrated services for families in greatest need.

### **Participation Goals for Act 135 Family Literacy Programs and Even Start Family Literacy Minimum Guidelines**

**Early Care and Education - 60 Hours per month (15 hours per week)**

**Adult/basic Education - 60 Hours per month (15 hours per week)**



## **Parent Education and Interactive Literacy Activities - 20 Hours per month (5 hours per week)**

Family participation in the services offered is crucial in order to show gains in family goals. The greater the participation, the greater the success in achieving goals such as attainment of diplomas or equivalent and entering postsecondary education or employment for adults, and progress on reading readiness skills and school success for children. Program schedules should reflect opportunities for participation in regularly scheduled family literacy program services.

### **Family Literacy**

**Act 135 Parenting/Family Literacy  
(Proviso 1A.26)**

#### **Child Development Education Pilot Program Instructional Review**

The frequency and quality of learning experiences at home is directly related to student achievement. Children gain and retain cognitively when there is a literacy connection between home and school. When teachers and parents align to engage children's learning the impact is much greater than when there is a disconnected effort. Parent Education and Interactive Literacy Activities, which are core components of Family Literacy Programs, make that connection relevant and meaningful.

Participation of 4 K children (families) in the district Family Literacy Program as a component of the Child Development Education Pilot Program Instructional Review will engage reciprocal learning and will (1) create a strong partnership between home and school (2) parent and child will gain from the supportive connection (3) participation in the integrated components of family literacy (adult literacy, parent education and interactive literacy and early care and education) will increase the literacy levels of both child and parent (4) family literacy staff will coordinate with public school 4 K to provide services. The National Association for the Education of Young Children (NAEYC) statement on developmentally appropriate practice identifies "establishing reciprocal relationships with families" as one of the five interrelated dimensions of good early childhood program practice.

# **Child Development Education Pilot Program (Proviso 1.75) SC Instructional Review (2006 – 2007)**

## **South Carolina Department of Education Office of Early Childhood Education**

### **CHILD DEVELOPMENT INSTRUCTIONAL REVIEW**

The Staff of the Office of Early Childhood Education (OECE) will carry out both mid-year and end-of-year reviews of all providers of Child Development Education Pilot Program services to maintain program quality. National early childhood review panels have praised South Carolina's existing 4K programs. These programs have been overseen by the OECE and have met 8 of 10 research-based indicators of quality. This continued quality expectation is necessary in order for children to reap the benefits. OECE will review public Child Development classrooms. The review is designed to identify areas of program strengths and areas of need.

The Child Development Instructional Review criteria are based on the critical elements that guide the implementation of effective, developmentally appropriate 4K programs. The referenced documents in this review protocol include:

- SC Regulations for the 4-Year-Old-Kindergarten (4K) Programs
- South Carolina State Early Learning Standards
- South Carolina State K-12 Academic Standards
- The Eight Essential Elements of Effective Early Childhood Education
- Title 1 Serving Preschool Children Non-Regulatory Guidance
- 4 K Program Guidelines
- National Association for the Education of Young Children (NAEYC) Accreditation Standards
- SDE: Child Development Education Pilot Program Proviso 1.75

### **Instructional Review Process**

Prior to initiating the review process, all Local Instructional Supervisors and Child Development Education Pilot Program (CDEPP) providers will participate in an attendance-required Instructional Review orientation presented by the Staff of the Office of Early Childhood Education (OECE). This Instructional Review includes the following two components:

**The Child Development Classroom Review Checklist.** This section focuses on **Curriculum** (Social and Emotional Development; Language and Literacy Development; Mathematical Thinking and Mathematics; Assessment and Environment). OECE staff will complete the Child Development Classroom Review Checklist for *each 4K class* per site. *All Child Development teachers should have a copy of and be familiar with the contents of the checklist prior to the actual observation.*

**The Child Development Program Review Checklist.** This section is focused on Family Involvement, Comprehensive Services, Transition and Continuity, Staff Qualifications, Professional Development, Group Size, Adult-Child Ratio, Leadership/Supervision, Program Administration, Physical Plant and Safety Requirements. The early childhood coordinator will complete one Child Development Program Review Checklist for *each* site. Please duplicate this checklist as needed.

After the orientation to the Child Development Education Pilot Program (Proviso 1.75), OECE staff will schedule a Mid-year visit for the *Child Development Instructional Review* with the Early Childhood Coordinator.

### **Overall Assessment,**

At the conclusion of this review process, OECE staff will make an overall assessment of the Child Development Program. This overall assessment will determine if the Child Development Education Pilot Program (CDEPP) meets criteria, needs improvement or fails to meet adequate criteria for implementation.

### **CLASSROOM REVIEW CHECKLIST POINT SYSTEM**

<b>Area of Focus</b>	<b>Number of Items</b>	<b>Number of Points Per Item</b>	<b>Maximum Total of Points</b>
Curriculum	11	3	33
Social-Emotional Development	11	3	33
Language-Literacy Development	18	3	54
Mathematics	8	3	24
Assessment	9	3	27
Environment	50	2	100
<b>Total Number of Items</b>	<b>107</b>		<b>271</b>

### **CLASSROOM REVIEW CHECKLIST RATING SCALE**

<b>Area of Focus</b>	<b>Total # of Points</b>	<b>Rating Scale</b>
Curriculum, Social-Emotional Development, Language-Literacy and Mathematics (48 Items)	144	A checklist with: 120 to 144 points = Implemented 83 to 119 points = Needs Improvement 0 to 82 points = Not Implemented
Assessment (9 Items)	27	A checklist with: 24 to 27 points= Implemented 19 to 23=Needs Improvement 0 to 18 points= Not Implemented
Environment (50 Items)	100	A checklist with: 80 to 100 points = Implemented 58 to 79 points = Needs Improvement 0 to 57 points = Not implemented
<b>Total</b>	<b>271</b>	

### Program Review Checklist

Area of Focus	Number of Items	Number Points Per Item	of	Maximum Total of Points
Family Involvement	9	2		18
Comprehensive Services	6	3		18
Transition and Continuity	5	2		10
Staff Qualifications and Professional Development	11	3		33
Group Size: Adult-Child Ratio	1	2		2
Leadership/Supervision	7	3 with one item at 2		20
Program Administration	9	2 with one item at 4		20
Physical Plant and Safety Requirements	6	1		6
<b>Total Number of Points</b>	<b>54</b>			<b>127</b>

## Public Schools Rating Scale

### Program Review Checklist

Rating Scale
A Checklist with: 110 to 127 points = Implemented 89 to 109 points = Needs Improvement 0 to 88 points = Not Implemented

After the midyear on-site review the Principal and/or the Early Childhood Coordinator should meet with a member of the OECE team to discuss the outcomes of the review and possible next steps. The content of the review and the outcome of the discussion should be shared with the local school superintendent, and the teacher. *(See Child Development Classroom Instructional Review form)*

In the event that a program has outstanding instructional and/or fiscal concerns, a **Corrective Action Plan** is required. The Corrective Action Plan must specify the areas that require correction and the date when the action is to be completed. The document must be signed by all participants. Similar to the instructional and fiscal reviews, the Corrective Action Plan and its results are to be shared with all stakeholders. A Corrective Action Plan format is attached.

**Child Development Education Pilot Program (Proviso 1.75)**  
**INSTRUCTIONAL AND FISCAL REVIEW**  
**CORRECTIVE ACTION PLAN**

**REGION:** \_\_\_\_\_

**Child Development Program Site:**

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**Instructional Corrective Action Plan:**

**Fiscal Corrective Action Plan:**

**Instructional Corrective  
Action Plan Written By:**

\_\_\_\_\_

*Signature/Title and Date*

**Fiscal Corrective  
Action Plan Written By:**

\_\_\_\_\_

*Signature/Title and Date*

**Child Development  
Director/Principal:**

\_\_\_\_\_

*Signature/Title and Date*

**Essential Elements of an Effective Early Childhood Program**

## **CURRICULUM**

The integrated Child Development curriculum enables children to reach a deeper understanding of a subject when they can make connections across several disciplines. Curriculum content evolves from the observations of children's interests, questions children ask, or shared experiences within the natural environment. Child Development learning experiences include a variety of concrete activities presented in meaningful contexts. These experiences are integrated across content areas and are augmented with a variety of multicultural and nonsexist activities and materials that are adapted to meet the special needs of individual children. The curriculum goal is to emphasize the importance of developing the whole child, in all learning domains, including social, emotional, creative expression/aesthetic, physical and cognitive development. The focus of the Child Development Program instructional strategies is targeted to five areas of development: *social-emotional development, language and literacy development, physical development, learning approaches, and mathematics.*

## **ASSESSMENT**

Assessment occurs within the context of everyday experiences. Appropriate assessment begins in the home. Family members share observations as the child moves from home to the preschool. Assessment continues as teachers and other staff members observe and record behaviors throughout the day. These systematically collected observations inform instructional practices which provide the foundation for meaningful parent-teacher conferences, documenting the child's progress. Research-based assessment tools which measure children's progress must be utilized.

## **ENVIRONMENT**

The environment must be physically safe, socially enhancing, emotionally nurturing and intellectually stimulating. This carefully designed setting promotes self-selection by pre-kindergarten children from a wide array of age appropriate equipment and materials. Both the classroom and the playground invite children to engage in active learning whereby they construct their own knowledge through interaction with adults, other children and materials. The equipment and materials that support this learning are easily adapted to the diverse interests, needs and abilities of the children. Children and adults with special needs have easy access to the indoor and outdoor spaces and the materials.

## **FAMILY INVOLVEMENT**

Family members play a critical role in supporting growth and development of their children. In early childhood programs, families are viewed as partners in the planning, implementation and evaluation of the program. The family involvement activities include, but are not limited to, family literacy services, interactive literacy services, parent meetings, classroom participation, training sessions, parent-teacher conferences, weekly communication with families and informal gatherings. To promote and maintain meaningful family involvement experiences, materials are written in the primary language of the families, and translators are provided for family members who speak languages other than English.

## **COMPREHENSIVE SERVICES**

Comprehensive services are an integral part of effective early childhood programs. These services are designed to build upon the strengths and alleviate the needs of young children and their families. Comprehensive services include health services, physical examinations and primary prevention, nutrition services, family literacy, social services and counseling. In addition, comprehensive services are available in the primary language of the families.

## **TRANSITION AND CONTINUITY**

There must be continuity from home to preschool and through the early elementary grades through shared goals, philosophy and expectations. This shared vision would include children, families and staff. Any special needs of children should be provided within the early childhood setting to reduce the fragmentation of services and facilitate inclusion. Furthermore, it is critical that all Child Development Education providers ensure curriculum continuity through the implementation of a strategic plan that promotes articulation between the community-based organizations and the feeder elementary schools and within the respective school communities.

## **STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

The critical relationship between staff experience, high quality training and the effectiveness of a program is well-documented. Staff, teachers and administrators must all have in-depth knowledge of child development and how young children learn. Teachers in child development programs (in Public schools) must be certified as teachers for service in the early childhood grades. In addition to the certification requirement, all staff members must have ongoing professional development opportunities to increase their understanding of all children, their diverse social, emotional and academic needs, the Good Start Grow Smart Learning Standards and the South Carolina Academic Standards.

## **GROUP SIZE: ADULT-CHILD RATIO**

To ensure that programming is individualized and appropriate for their age, there should be two adults available for maximum group of 20 children, with a teacher and a paraprofessional working together.

## **LEADERSHIP/SUPERVISION**

The leader/supervisor must be able to articulate the philosophy of the program to parents, staff and the community. The leader/supervisor must serve as a source of support for staff and families by facilitating ongoing opportunities for learning and development. The leader/supervisor must also assess program quality, institute measures of accountability and strengthen instructional practices.

## **PROGRAM ADMINISTRATION**

Program administration must focus on continual communication and dissemination of information, outreach, recruitment and enrollment, classroom development, school calendar, length of day requirements and use of technology and internet access to support program administration.

## **PHYSICAL PLANT AND SAFETY REQUIREMENTS**

All Child Development programs must be in compliance with the Department of Social Services Child Day Care Licensing Codes.

## CHILD DEVELOPMENT PROGRAM REVIEW CHECKLIST

Region: \_\_\_\_\_

Site: \_\_\_\_\_

Mid-Year Review Date: \_\_\_\_\_

End-of-Year Review Date: \_\_\_\_\_

Reviewer(s): \_\_\_\_\_

Principal: \_\_\_\_\_

*Please indicate with a check mark the area that best describes the level of implementation.*

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
Curriculum is child-centered and age-appropriate (3 points) Comments:						
Curriculum meets the individual needs of children. (3 points) Comments:						
Classroom reflects developmentally appropriate practice. (3 points) Comments:						
Teachers respect play as an appropriate way of learning. (3 points) Comments:						
Children have an opportunity to make choices. (3 points) Comments:						
Teachers facilitate the children's use of learning centers. (3 points) Comments:						
Teachers use instructional strategies to promote interaction with other children and to expose children to a variety of materials. (3 points) Comments:						



Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
Teachers use activities that promote concrete experiential learning with an emphasis on process rather than project completion and pattern duplication. (3 points) Comments:						
Teachers use a thematic approach to develop curriculum based on children's interest. (3 points) Comments:						
The classroom reflects instructional practices that promote language acquisition and early literacy for children who are English language learners. (3 points) Comments:						
<b><u>Social and Emotional Development ( 33 points)</u></b>						
Instructional practices provide opportunities for children to increase their self-image. (3 points) Comments:						
Instructional practices promote children's self confidence and positive self-image. (3 points) Comments:						
Teacher acknowledges children's special talents and interests. (3 points) Comments:						
Instructional practices describe the children's behaviors in positive terms. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
Instructional practices encourage children to help each other. (3 points) Comments:						
Teacher helps children use words to describe their feelings. (3 points) Comments:						
Teacher acknowledges children's feelings and provides support. (3 points) Comments:						
Teacher helps children use words to describe and solve problems. (3 points) Comments:						
Children's literature (classroom library collection) is utilized to promote social and emotional development. (3 points) Comments:						
Instructional practices provide opportunities for children to demonstrate initiative, cooperation, curiosity and creativity in chosen learning activities. (3 points) Comments:						
Children engage in social relationships and develop attachments to peers, to classroom adults and to the larger community. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
<b><u>Language and Literacy Development (54 points)</u></b>						
Language development is fostered through meaningful, purposeful conversation that encourages children to use oral language. (3 points) Comments:						
There are many opportunities for small group and whole group discussions on a variety of topics. (3 points) Comments:						
There are a variety of developmentally appropriate instructional practices used to help children recognize letter and sound relationships. (3 points) Comments:						
The classroom program offers multiple opportunities for listening, speaking, reading and writing. (3 points) Comments:						
Classroom items are labeled with print and/or picture. (3 points) Comments:						
Pictures are representative of multicultural groups. (3 points) Comments:						
Reading is used to obtain meaning from print. (3 points) Comments:						
There are frequent opportunities to read. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
The instructional program promotes family literacy experiences. (3 points) Comments:						
The lending library is established for children and available for use by families. (3 points) Comments:						
The classroom program provides opportunities for children to sing or respond to predictable or rhyming books. (3 points) Comments:						
The teacher facilitates vocabulary knowledge by explaining, defining and showing what a word means. (3 points) Comments:						
The teacher supports meaningful storytelling connections through the use of visuals, pictures and/or props to highlight critical elements of the story. (3 points) Comments:						
The teacher frequently uses concrete objects, as well as first hand experiences to build a supportive language environment. (3 points) Comments:						
The teacher provides frequent opportunities to engage in literacy activities, such as re-enacting stories, replicating literacy practices modeled by the teacher and using playful language. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
Throughout the day, there are small group book readings where information and conversational exchanges can be tailored to individual children. (3 points) Comments:						
Through telling stories and other activities, the teacher promotes extended conversations with English language learners. (3 points) Comments:						
Non-English language books are included in the classroom library. (3 points) Comments:						
<b><u>Mathematical Thinking and Mathematics ( 24 points)</u></b>						
Counting objects, measuring materials, comparing quantities, recognizing shapes are formally integrated throughout the daily classroom program. (3 points) Comments:						
The teacher intentionally and systematically incorporates mathematics into the informal daily program routines. (3 points) Comments:						
The teacher provides multiple opportunities for children to use appropriate mathematical language and vocabulary such as big, little, more, short, long, etc. during class discussions and conversations. (3 points) Comments:						
The teacher provides multiple experiences with math related literature such as: <i>Make Way for Ducklings</i> by Robert McCloskey;						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Curriculum ( 33 points)*</u></b>						
<i>Inch by Inch</i> by Leo Lionni; <i>The Doorbell Rang</i> by Pat Hutchins; <i>Fish Eyes: A Book You Can Count On</i> by Lois Ehler; <i>Lunch</i> by Denise Fleming; and <i>Counting Crocodiles</i> by Judy Sierra. (3 points) Comments:						
Children are allowed time to discuss their mathematical experiences. (3 points) Comments:						
The teacher conducts activities that extend math/number learning, such as charts and graphs, based on the shared experiences of the children. (3 points) Comments:						
There are many developmentally appropriate math/number materials available throughout the classroom. (3 points) Comments:						
Children are allowed to use concrete objects to explore mathematical concepts. (3 points) Comments:						

**Total Points: Curriculum, Social and Emotional Development, Language and Literacy Development, Mathematical Thinking and Mathematics \_\_\_\_\_.**

**\*This curriculum review will be used in addition to the following curriculum assessments: High Scope PQA, Creative Curriculum Implementation Checklist and South Carolina Montessori Assessment Tool.**

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ASSESSMENT ( 27 points)</b>						
There is evidence of ongoing observation and assessment to determine student abilities, interests, and growth that benchmark their progress. (3 points) Comments:						
There is evidence that a research-based assessment tool is used to determine children's social-emotional development, language and literacy development and mathematics skills. (3 points) Comments:						
There is documentation of the child's dominant language. (3 points) Comments:						
There is evidence that observation results inform the teacher's instruction. (3 points) Comments:						
There is evidence of teacher conferencing with children and parents. (3 points) Comments:						
There is evidence of collections of students' work that contain standards-based materials. (3 points) Comments:						
There is evidence of teacher's use of checklists. (3 points) Comments:						
There is evidence of a clearly understood assessment methodology used to determined developmental baseline and progress of children in the class. (3 points) Comments:						
There is documentation of the child's transition from a language other than English to English. (3 points) Comments:						

**Total Points: Assessment** \_\_\_\_\_

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
The arrangement of the room is child-centered and functional. (2 points) Comments:						
Classroom environment allows children to move about freely. (2 points) Comments:						
The room is divided into clearly defined learning centers. (2 points) Comments:						
Learning centers are well-equipped with sufficient materials. (2 points) Comments:						
Learning center materials are reflective of children's cultural background. (2 points) Comments:						
Learning center materials are varied and arranged so that children can use them independently. (2 points) Comments:						
There is an area set aside where an individual child or a small group of children can engage in quiet activity. (2 points) Comments:						
There is a private space for each child's possessions. (2 points) Comments:						



Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
A majority of the displays are child-made and reflect individual differences. (2 points) Comments:						
Children's current work is displayed at the children's eye level. (2 points) Comments:						
There is space for whole group meeting in the classroom. (2 points) Comments:						
<b><u>Daily Schedule/ Program Structure</u></b>						
The daily schedule allows for a balance of active and quiet play. (2 points) Comments:						
The daily schedule allows for a balance of individual and small group activities. (2 points) Comments:						
The daily schedule allows for a balance of indoor and outdoor gross motor activities. (2 points) Comments:						
The posted daily schedule is represented in pictures and/or words. (2 points) Comments:						
Menus are posted and/or distributed to parents and are translated as needed. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b>						
<b><u>Room Arrangement</u></b>						
<b><u>Learning Centers</u></b>						
There is a clearly understood method of selecting learning centers. (2 points) Comments:						
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development. (2 points) Comments:						
<b><u>Creative Arts</u></b> Creative Arts area has an easel, crayons, paper, paints, clay, collage materials and varied craft experiences. (2 points) Comments:						
Creative art materials consists of drawing materials, paints, tools, three dimensional materials (2) Comments:						
<b><u>Dramatic Play</u></b> Dramatic Play area has a sink, stove, table, chairs, doll bed, storage and accessories to support two themes, such as housekeeping and grocery store. (2 points) Comments:						
The dolls accurately represent racial/cultural groups in features and in dress. (2 points) Comments:						
A variety of garments worn by members of diverse cultures, roles and genders such as saris or shawls, are available. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
Food products and theme props represent a variety of cultures. (2 points) Comments:						
<b><u>Block Building</u></b> The Block Building area has an adequate supply of blocks in varied sizes and types. (2 points) Comments:						
The block accessories are multiracial and non-stereotypical in race and sex roles. (2 points) Comments:						
Literacy area has age appropriate materials that support children's current interests. (2 points) Comments:						
Tables, rug, throw pillows, rocking chair, beanbag chair, stuffed animals are arranged in this area. (2 points) Comments:						
The literacy area has bookshelves for storing books with covers facing outward. (2 points) Comments:						
The literacy area includes the following equipment such as a record player, ear phones, CD player, tape recorder, typewriter and/or computer. (2 points) Comments:						
The literacy area has a felt board, felt materials, puppets and story characters with related books. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
The literacy area has five to six books per child and multiple copies of the same book. (2 points) Comments:						
The literacy area has a collection of children's books that include non-fiction, poetry, nursery rhymes, fairy tales and folk tale and support social emotional development. (2 points) Comments:						
Developmentally appropriate computer software is available. (2 points) Comments:						
Books, records, tapes, and compact disks reflect different cultural groups and languages. (2 points) Comments:						
Text, pictures and photographs found in books and posters are free of cultural, racial, sexual bias and frightening content. (2 points) Comments:						
There is a variety of writing tools such as pencils, crayons, magic markers, unlined paper, drawing paper and the children's name cards. (2 points) Comments:						
Magnetic letters and magnetic boards are available. (2 points) Comments:						
Foam letters, cards with letters and phonograms are available. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
Letter stamps are available. (2 points) Comments:						
Felt letters and felt board are available. (2 points) Comments:						
Alphabet puzzles are available. (2 points) Comments:						
<b><u>Manipulatives and Mathematics</u></b>						
Manipulatives and Mathematics center has a variety of manipulative materials such as unit and pattern blocks, counting materials, table blocks, pegs, cubes, puzzles and non-standard measuring activities. (2 points) Comments:						
The Mathematics center promotes engaging mathematical activities to develop children's awareness of concepts such as numbers, patterns and geometrical shapes. (2 points) Comments:						
The Mathematics center is arranged to promote partner and group work. (2 points) Comments:						
Mathematics center is clearly defined, labeled and accessible to students. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>ENVIRONMENT (100 points )</b> <b><u>Room Arrangement</u></b>						
<b><u>Science and Nature</u></b> The Science and Nature area has an assortment of materials from at least 3 different categories: natural items, living things, resource materials and nature activities. (2 points) Comments:						
Science activity is done on at least a weekly basis. (2 points) Comments:						
<b><u>Music-Based</u></b> The Music area has an assortment of rhythm instruments and multicultural records, tapes and props for movement (2 points) Comments:						
<b><u>Sand and Water</u></b> Sand and water play area, with appropriate equipment, is accessible and available for daily use. (2 points) Comments:						

**Total Points: Environment \_\_\_\_\_**

## **CLASSROOM REVIEW CHECKLIST RATING SCALE**

<b>Area of Focus</b>	<b>Total # of Points</b>	<b>Total # of Points Mid-Year</b>	<b>Total # of Points End-of-Year</b>	<b>Rating Scale</b>
Curriculum, Social-Emotional Development, Language-Literacy and Mathematics (48 Items)	144			A checklist with: 120 to 144 points = Implemented  83 to 119 points = Needs Improvement  0 to 82 points = Not Implemented
Assessment (9 Items)	27			A checklist with: 24 to 27 points= Implemented  19 to 23=Needs Improvement  0 to 18 points= Not Implemented
Environment (50 Items)	100			A checklist with: 80 to 100 points = Implemented  58 to 79 points = Needs Improvement  0 to 57 points = Not implemented
<b>Total</b>	<b>271</b>			

**Please attach supporting documentation.**

***The completed Child Development Instructional Review Record Form is to be attached to this signature page.***

Signature of the Reviewer(s):	_____	Date:	_____
	_____	Date:	_____
Signature of the Director:	_____	Date:	_____
Signature of the Principal:	_____	Date:	_____

**Comments**

**South Carolina Department of Education  
Office of Early Childhood Education**

**This document is a compilation of the following: South Carolina Standards, New York State Instructional Tool, Georgia and Colorado Pre-K monitoring tool and Colorado**



***Please indicate with a check mark the area that best describes the level of implementation.***

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Family Involvement (18 points)</u></b>						
All staff members will work together to recruit families most in need of services into the Family Literacy Program. (2 points) Comments:						
All staff members work together to strengthen and increase family involvement activities. (2 points) Comments:						
Procedures are in place to actively involve each child's family. (2 points) Comments:						
Activities are planned to meet the needs, interests and cultural lifestyles of families. (2 point) Comments:						
Activities are flexible to meet the needs of families by scheduling events at various times, days and locations. (2 points) Comments:						
Written materials are available in the primary language of the families (2 points) Comments:						
Translators are provided for family members who speak languages other than English. (2 points) Comments:						
There is weekly communication with families. (2 points) Comments:						
There is an established and active Early Childhood Committee that includes representation from district staff, parents and the community. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
<u>Family Involvement (18 points)</u>	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Comprehensive Services (18 points)</u></b> Family Literacy staff provides ongoing comprehensive services including referrals to other agencies as needed. (3 points) Comments:						
Family Literacy and early childhood staff work together to provide workshops that address the comprehensive needs of families. (3 points) Comments:						
Family Literacy staff works with the school team such as the parent coordinator, family assistant, teacher, and early childhood instructional specialist to provide workshops that address the comprehensive needs of families. (3 points) Comments:						
Support services provided include counseling, health referrals and social services referrals related to housing and food stamps. (3 points) Comments:						
Support services are available in the child's home language and in English. (3 points) Comments:						
The leader/supervisor participates on a Local Early Childhood Committee to promote collaboration of existing services. ( 3 points) Comments:						
<b><u>Transition and Continuity (10 points)</u></b> An Open House/orientation meeting is implemented for families to visit the classrooms and meet the staff. (2 points)						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b><u>Family Involvement (18 points)</u></b>						
Comments:						
During orientation and parent involvement meetings, appropriate written materials and translators are provided for family members who speak languages other than English. (2 points) Comments:						
There are joint in-service workshops for 4 K kindergarten and kindergarten staff. (2 points) Comments:						
All participating 4K programs use the same curriculum. (2 points) Comments:						
Approaches are used to ensure smooth transitions for children, families and staff from 4K to kindergarten. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)</b>						
<b><u>Teacher Qualifications</u></b> Teachers are early childhood certified or meet exemptions as stated in Proviso 1.75 ( 3 points) Comments:						
Teachers who provide instruction to students whose IEP requires 4K programming will have additional training. (3 points) Comments:						
<b><u>Paraprofessional Qualifications</u></b> Teacher assistants hold at least a high school diploma; an AA degree in Early Childhood Education is preferred. (3 points) Comments:						
Teaching Assistants have ECD 101 or are enrolled (3 points) Comments:						
<b><u>Staff Evaluations</u></b> Staff members are evaluated annually. (3 points) Comments:						
Copies of evaluations are on file at the site. (3 points) Comments:						
<b><u>Professional Development</u></b> All personnel providing instruction and classroom support to students will participate annually in a minimum of 15 hours of Professional Development to include teaching children from poverty and instruction and strategies that address age appropriate emergent literacy. Staff development plan is on file. (3 points) Comments:						
Professional development activities are focused on understanding how children grow and develop, the						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)</b>						
South Carolina Early Learning Standards and the South Carolina 4 K Academic Standards. Staff development plan is on file (3 points) Comments:						
There are joint professional development sessions for public school and community based administrators, teachers and assistants. (3 points) Comments:						
Program goals and objectives are regularly reviewed and are familiar to teachers, directors and principals. (3 points) Comments:						
Substitutes are provided to support the professional development needs of 4 K teachers. (3 points) Comments:						
<b><u>Group Size and Ratio (2 points)</u></b> One teacher and one paraprofessional for classes up to 20, or 1 Lead teacher to 10 children. (2 points) Comments:						
<b><u>Leadership and Supervision(20 points)</u></b> The program leader/supervisor articulates the philosophy of the program to parents, staff and community, and serves as a source of support for staff and families by facilitating ongoing opportunities for learning and development. (3 points) Comments:						
The program leader/supervisor implements measures of accountability to strengthen instructional practices that are aligned with the feeder schools. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)</b>						
The program leader/supervisor is appropriately credentialed. (2 points) Comments:						
The program leader/supervisor appropriately monitors and supervised staff. (3 points) Comments:						
The program leader/supervisor serves a liaison between staff, community and parents. (3 points) Comments:						
The program leader/supervisor facilitates ongoing staff development, which will enable staff members to fulfill their potential. (3 points) Comments:						
The program leader/supervisor implements appropriate measures of accountability to strengthen instructional practices. (3 points) Comments:						
<b><u>Program Administration ( 20 points)</u></b> Number of 4 K kindergarten Program • Number of Half-Day classes: _____ # of Children _____ • Number of Full-Day classes: _____ # of children _____ (2 points) Comments:						
Number of children in classroom meets Proviso 1.75 requirements. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)</b>						
Integration of preschool children with disabilities is aligned with district special education program. (2 points) Comments:						
Families are not charged a fee for instructional program. (2 points) Comments:						
Extended day services: Clear disclosure of fee schedules/rates for non-Child Development services is provided for families, staff and the community. (2 points) Comments:						
Program uses SASI for data collection and internet for communication with the Department of Education. (4 points) Comments:						
Program adheres to state recruitment and enrollment policies. (2 points) Comments:						
<b><u>School Calendar/Length of Day Requirements</u></b> At least 15 hours of professional development is provided for each teaching staff. (2 points) Comments:						
4 K sessions are at least 6.5 hours long for 180 days. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)</b>						
<b><u>Physical Plant and Safety Requirements (9 Points)</u></b> Space provides at least 35 square feet per child (excluding equipment, bathrooms, storage). (1 point) Comments:						
Space is cleaned daily and regularly maintained. (1 point) Comments:						
Outdoor play area provides at least 75 square feet per child. (1 point) Comments:						
The bathroom is immediately accessible, barrier free and accommodations are child-sized. (1 point) Comments:						
Fire drills are held in accordance with state and local regulations. (1 point) Comments:						
Safety Plan is on file. (1 point) Comments:						



**Please attach supporting documentation.**

***The completed Child Development Instructional Review Record Form is to be attached to this signature page.***

**Signature of the Reviewer(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the Director:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of the Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

**South Carolina Department of Education  
Office of Early Childhood Education**

## **Required Training for CDEP Program 2006 – 2007**

Documentation to be completed on the e Learning  
South Carolina Blackboard System

<b>August 2 &amp; 3, 2006</b> (Both days required)	“Setting Up Your Classrooms for Success!” training, Denmark Technical College, 9:00 – 3:00, Registration Required, contact Linda Norwood 803-734-2525
<b>August 30</b>	Family Literacy Coordinators Meeting, Lyon Street, Cola. 9:30 – 5:00, Registration Required, Contact Bonnie Hook 803-734-8477
<b>August 31</b>	Early Childhood Coordinators Meeting, Lyon Street, Cola. 9:30 – 5:00, Registration Required, Contact Bonnie Hook 803-734-8477
<b>September 8</b>	Act 135 Family Literacy Regional Leadership Training, Berkeley (Choose Berkeley or Columbia) Contact Harriette Jenerette 803-734-4708
<b>September 15</b>	Act 135 Family Literacy Regional Leadership Training, Columbia (Choose Columbia or Berkeley) Contact Harriette Jenerette 803-734-4708
<b>September 21, 22, 28</b>	FLOIS web based Training by region (Module 1) –choose one session, 9:00 – 10:00 or 10:30 – 11:30 or 1:00 – 2:00 Contact Ruth Nodine 803-734-3540
<b>September 25 &amp; 26</b> (Both days required)	Work Sampling Classroom Teacher Training, Registration Required, Columbia, contact Linda Norwood 803-734-2525
<b>September 26</b>	Work Sampling - Online System
<b>September 27</b>	Work Sampling - Online System Administrators

**October 12, 13, 14**  
(All 3 days required)

SCAEYC Pre-conference Day – “Building a Better Generation Today Through Language & Literacy Development”, Columbia Convention Center  
Contact [www.SCAEYC.org](http://www.SCAEYC.org)

**October 19, 20, 26**

FLOIS Training by Region (Module 2) (choose 1 one-hour training) 9:00 – 10:00 or 10:30 – 11:30 or 1:00 – 2:00  
Contact Ruth Nodine 803-734-3540

**November 3, 2006**

Family Literacy Parenting Education, Berkeley,  
Contact: Harriette Jenerette 803-734-4708 (Choose Berkeley or Columbia)

**November 10**

Family Literacy Parenting Education, Columbia, contact Harriette Jenerette 803-734-4708 (Choose Columbia or Berkeley)

## **2007**

- January 5, 2007** Family Literacy Training Adult Learners, Berkeley Co.  
Contact: Harriette Jenerette 803-734-4708
- January 12** Family Literacy Training Adult Learners, Columbia  
Contact: Harriette Jenerette 803-734-4708
- January 25, 26, 27** SCECA Conference  
Leadership Development  
Math in Action in the Early Childhood  
(All 3 days required) Classroom Contact: [www.SCECA.org](http://www.SCECA.org)
- March 2** Family Literacy Early Childhood Training,  
Berkeley, contact Harriette Jenerette 803-734-4708  
(Choose Berkeley or Columbia)
- March 9** Family Literacy Early Childhood Training,  
Columbia, contact Harriette Jenerette 803-734-4708  
(Choose Columbia or Berkeley)
- April 18** DIAL 3 Training, Lyon Street Teleconference Ctr., Cola  
Registration Required, contact Linda Norwood 803-734-2525

### **Additional Trainings with dates to be determined:**

Curriculum based training in one of the following approved research curriculums

- High/Scope (20 days of training from High/Scope)
- Creative Curriculum (9 days of training from Creative Curriculum)
- Montessori
- SDE approved curriculum

Special Needs/Inclusion Training provided by USC Medical School

SC State course on Teaching Children of Poverty

Parent self-report (satisfaction with parenting and ILA activities)

### **DSS Licensing Required training –**

(The OECE can provide some of these trainings for the schools)

DSS Licensing Regulation for Child Care Centers state:

(b) The director shall participate in at least twenty clock hours of training annually. At least five clock hours shall be related to program administration and at least five clock hours shall be in child growth and development, early childhood education and/or health and safety excluding first aid and CPR training. The remaining hours shall come from the following areas: Curriculum Activities, Nutrition, Guidance, or Professional Development and must include blood-borne pathogens training as required by OSHA.

(c) All staff, with the exception of emergency person(s) and volunteer(s), providing direct care to the children shall participate in at least fifteen clock hours annually. At least five clock hours shall be in child growth and development and at least five clock hours shall be in curriculum activities for children excluding first aid and CPR training. The remaining hours shall come from the following areas: Guidance, Health, Safety, Nutrition, or Professional Development and must include blood-borne pathogens training as required by OSHA.

### **Additional Training Resources:**

[www.sc-cccd.net](http://www.sc-cccd.net) - check the training calendar and Early Childhood Conferences.

[www.ed.sc.gov](http://www.ed.sc.gov) - Offices/Early Childhood Education/Upcoming Training and Events

[www.sctechsystem.com](http://www.sctechsystem.com) - SC Technical Colleges

[www.childcaresc.org](http://www.childcaresc.org) - Child Care Resource & Referral

[www.scfirststeps.org](http://www.scfirststeps.org) - First Steps

# Staff Development Plan

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Position: \_\_\_\_\_

## I. Educational Requirements of Public School Child Development Education Pilot Program:

1. A Lead Teacher must have one of the following valid and current certificate or credential:

A. Certified-South Carolina Certificate issued by the South Carolina Department of Education in one of the following:

- ☐ Early Childhood Education
- ☐ Elementary Education (with additional training in ECE required)
- ☐ Special Education (with additional training in ECE required)
- ☐ Out-of-state, valid and current, official teaching certificate in Early Childhood Education or Elementary Education are acceptable during the teacher's first year with the Child Development Education Pilot Program.

B. Four Year Related College Degree in one of the following:

- ☐ Early Childhood Education
- ☐ Child Development (related field documented by a certified transcript from a college/university)
- ☐ Family Consumer Sciences (with a Child Development or Child and Family Studies emphasis)
- ☐ Education (Music Education, Physical Education or Art Education)
- ☐ Psychology or Social Work PLUS one of the following:
  - Valid Early Childhood Certificate (AA, AAS or AS)
  - Valid nationally recognized Child Development Associate (CDA) credential
  - Montessori diploma
  - Valid nationally recognized Child Care Professional (CCP)

Plan for meeting Certification in Early Childhood Education by the South Carolina Department of Education if the Teacher has yet not met:

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2. Teacher Assistants must meet ALL of the following minimum requirements:

- ☐ Be at least 21 years of age
- ☐ Possess a high school diploma
- ☐ Have experience working with children younger than five
- ☐ Meet all requirements of No Child Left Behind
- ☐ Completed the Early Childhood Development Credential (ECD 101)

OR

- ☐ Enroll and complete ECD 101 within twelve months of hire

Plan for completing ECD 101 if the Teacher Assistant has not yet completed:

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Has Teacher Assistant applied for a scholarship from the South Carolina Public School Early Childhood Scholarship Program for Teaching Assistants?

- ☐ Yes
- ☐ No

If no, please state plans for Teacher Assistant to apply:

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## II. Training Requirements for Public School Child Development Education Pilot Program:

All Teachers and Teacher Assistants must attend a minimum of 15 hours of DSS training that are registered with the Center for Child Care Career Development (CCCCD). Teachers will be sent documentation of attendance in approved training through the CCCCCD. The 15 hours of DSS training shall be in the following areas:

- ☐ A minimum of 5 hours of Child Growth & Development
- ☐ A minimum of 5 hours of Curriculum
- ☐ Remaining hours in Guidance, Health, Safety, Nutrition or Professional Development

PLUS

- ☐ Blood Borne Pathogens as required by OSHA
- ☐ One person must be certified in Child CPR and First Aid



Plans to meet the minimum 15 hours of DSS training:

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Plans to meet Blood Borne Pathogens as required by OSHA training:

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Plans to meet Child CPR and First Aid training requirement:

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Lead Teacher's/Teacher Assistant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Early Childhood Coordinator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# CDEPP Administrator Professional Development Plan

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Position: \_\_\_\_\_

- I. It is ***recommended*** that school-based Child Development Education Pilot Program Administrators complete 9 college credit hours in Early Childhood Education
- II. School-based Child Development Education Pilot Program Administrators ***must:***
  - A. Complete 20 contact hours of DSS approved training annually that includes:
    - A minimum of 5 hours related to Program Administration
    - A minimum of 5 hours of Child Growth & Development, Early Childhood Education and/or Health and Safety
    - 10 hours in other Early Childhood Areas. Recommended areas include: Guidance, Curriculum Activities, Nutrition and Professional Development
    - Blood-Borne Pathogens training as required by OSHA
  - B. Communicate the philosophy of their chosen research-based early childhood curriculum to parents, staff and community
  - C. Implement all federal, state and local regulations and legislation
  - D. Assess program quality on a continual basis
  - E. Institute measures of accountability to strengthen instructional practices and promote curriculum alignment with feeder schools
- III. It is ***preferred*** that Child Development Education Pilot Program Administrators hold a BA or Masters Degree in Early Childhood Education.

1. Action plan for completing 9 college credit hours in Early Childhood Education if the Administrator has not yet completed:

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2. Action plan to meet the minimum 20 hours of DSS training for Administrators:

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3. Action plan to articulate the philosophy of the chosen research-based early childhood curriculum and to parents, staff and community:

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4. Action Plan to implement all federal, state and local regulations and legislation:

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5. Action plan to continually assess program quality:

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6. Action plan to institute measures of accountability to strengthen instructional practices and promote curriculum alignment with feeder schools:

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Principal's Signature: \_\_\_\_\_


Date: \_\_\_\_\_

Early Childhood Coordinator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_


## South Carolina Trial School Districts

(Required Child Development Education Pilot Program Participants)

School District	Number of ECE Classes	Reg Contact	Title 1 Program Improvement Schools:	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
<b>Allendale TRIAL</b>  <b>Enrollment:</b> Allendale 66 Fairfax 39 88 (135 count) 5 child care centers	4K 7  5K 8	Diane Willis  Review 9/7, 8, 29	Title I: Allendale-Fairfax Middle CSI Allendale Elem CSI	Evelyn Smith 803-584-4603 x126 or x 121 smithe@acs.k12.sc.us P.O. Box 458 3249 Allendale-Fairfax Hwy Allendale, SC 29810	Edna Youmans 803-584-4072 youmanse@acs.k12.sc.us 3896 Bluff Road Allendale, SC 29810 	Janice Robeson Allendale Adult Learning Center 1843 Main St. South Allendale, SC 29810		Vonda Spelight OCAB C.A.A Head Start POST OFFICE DRAWER 710 Orangeburg, SC 29116-0710 803-536-1027
<b>Dillon 2 TRIAL</b>  <b>Enrollment:</b> South 104 Stewart 40 128 (135 count) 0 child care centers	4K 7  5K	Review 9/7-8, 11	Title I: JV Martin Jr Hi CSI	Lynne Liebenrood 843-774-1205 liebenrood@dillon2.k12.sc.us 410 Cleveland Street Dillon, SC 29536	Lynn Liebenrood 843-774-1205 liebenrood@dillon2.k12.sc.us 410 Cleveland Street Dillon, SC 29536	Brooksie Singleton 843-774-1218 singleb@dillon2.k12.sc.us 214 W. Main Street Dillon, SC 29536	Dr. Daniel W. Blue, Jr. Executive Director 843-774-0061 dcfstps@bellsouth.net Post Office Box 295 Dillon, SC 29536	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
<b>Florence 4 TRIAL</b>  <b>Enrollment:</b> Brockington 63 2 child care centers 56 (135 count)	4K 3  5K 3	Linda Mims  Ruth 9/7		Dr. Bertha McCants 843-346-5391 bert_29104@yahoo.com 220 North Pickney Street Timmons ville SC 29161	Minnie Samuel 843-346-5391 msamuel@florence4.k12.sc.us 220 North Pickney Street Timmons ville SC 29161	Til Freeman 843-664-8152 tfreeman@poynor.com 301 S. Dargan Street Florence, SC 29506	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
<b>Hampton 2 TRIAL</b>  <b>Enrollment:</b> Estill Ele 39 2 child care centers 41 (135 count)	4K 2  5K	Amy DeCola  Review NIEER	Title I: Estill Hi CSI Estill Middle R	Daisey Orr 803-625-5030 dorr@hampton2.k12.sc.us Post Office Box 1028 Estell, SC 29918	Louise Deloach 803-625-4733 delolou@hampton2.k12.sc.us Post Office Box 1028 Estell, SC 29918	Mary Ann Atkins 803-943-4717 atimar2000@yahoo.com Post Office Box 177 Hampton, SC 29924	Hazel Smith 803-943-5513 hazcsmith@hargray.com Post Office Box 1249 Varnville, SC 29944	Karen Whitaker 843-835-2760 lcaheadstart@lowcountry.com Low Country C.A.A. Head Start 807 Hampton Street Walterboro, SC 29488

# South Carolina Trial School Districts

## (Required Child Development Education Pilot Program Participants)

School District	Number of ECE Classes	Reg Contact	Title 1 Program Improvement Schools:	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
<b>Jasper TRIAL</b>  <b>Enrollment:</b> W.Hardeeville 60 Ridgeland 80 11 child care centers <b>145 (135 count)</b>	4K 7  5K 11	Amy DeCola  Review 9/7,8,11	Title I: Ridgeland Elem CA W Hardeeville Elem Ridgeland Middle R	Marva Tigner 843-717-1150 <a href="mailto:mtigner@jcsd.net">mtigner@jcsd.net</a> Post Office Box 848 Ridgeland, SC 29936	Shirley Garvin 843-717-1113 <a href="mailto:sgarvin@jcsd.net">sgarvin@jcsd.net</a> Post Office Box 848 Ridgeland, SC 29936	Mary Ann Atkins 803-943-4717 <a href="mailto:atimar2000@yahoo.com">atimar2000@yahoo.com</a> Post Office Box 177 Hampton, SC 29924	Cathy Gardner, Executive Director 803-432-4841 <a href="mailto:jasperfirststeps@yahoo.com">E- jasperfirststeps@yahoo.com</a> Post Office Box 776 105 East Main Street Ridgeland, SC 29936	Julia Burns 843-470-4505 Beaufort/Jasper Early Head Start 1905 Duke Street, Suite 250 Beaufort, SC 29902
<b>Lee TRIAL</b>  <b>Enrollment:</b> W Lee 20 L L 20 Bishopville P 60 6 child care centers <b>103 (135 count)</b>	4K 5  5K	Harriette Jenerette  Review was complete	Title I: Dennis Inter CSI Lower Lee Elem CSI	Janice Rivers 843-484-5327 x 320 <a href="mailto:riversj@lee.k12.sc.us">riversj@lee.k12.sc.us</a> Post Office Box 507 Bishopville, SC 29010	L Bertha S. Scott 803-484-5327 <a href="mailto:scottb@lee.k12.sc.us">scottb@lee.k12.sc.us</a> Post Office Box 507 Bishopville, SC 29010 	Sharon Teigue 803-778-6432  35 Council Street Sumter, SC 29150	Alexis Pipkins, Sr., Executive Director 803-484-5110 <a href="mailto:leeco1ststep@ftc-i.net">leeco1ststep@ftc-i.net</a> Post Office Box 344 Bishopville, SC 29010	Georgia Mance 803-773-1291 <a href="mailto:gmance@infoave.net">gmance@infoave.net</a> Wateree C.A.A. Head Start 1155 North Lafayette Boulevard Sumter, SC, 29150-5126
<b>Marion 7 TRIAL</b>  <b>Enrollment:</b> Rains 30 Brittons Neck 21  1 HS child care centers <b>54 (135 count)</b>	4K 2  5K	Diane Willis  Review 9/6	Title I: Rains-Centenary/Pleasant Grove Elem CSI	Dr. Jane Pulling 843-423-2891 x 26 <a href="mailto:jpulling@marion7.k12.sc.us">jpulling@marion7.k12.sc.us</a> Post Office Drawer 1439 Rains, SC 29589-1439	Dr. Milton Marley 843-423-2891 <a href="mailto:mmarley@marion7.k12.sc.us">mmarley@marion7.k12.sc.us</a> Post Office Drawer 1439 Rains, SC 29589-1439	Scott Alexander 843-423-2591 <a href="mailto:scooterpoop56@yahoo.com">scooterpoop56@yahoo.com</a> Post Office Box 716 Marion, SC 29571	Spencer Scott Executive Director 843-423-8207 <a href="mailto:mcfs1@bellsouth.net">mcfs1@bellsouth.net</a> 999E. Liberty Street Marion, SC 29571	Kathryn Woods, Director 843-678-3414 <a href="mailto:iamkswoods@aol.com">iamkswoods@aol.com</a> Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
<b>Orangeburg 3 TRIAL</b>  <b>Enrollment:</b> Vance 40 St. James 31 Holly Hill 86 Elloree 29 6 child care centers <b>187 (135 count)</b>	4K 8  5K	Harriette Jenerette  9/7, 9/11	Title I: Holly Hill Elem CSI Holly Hill Middle CA	Dr. Deborah Brunson 803-496-3288x215 <a href="mailto:brunsond@obg3.k12.sc.us">brunsond@obg3.k12.sc.us</a> Post Office Box 98 Holly Hill, SC 29059	Dr. Deborah Brunson 803-496-3288x215 <a href="mailto:brunsond@obg3.k12.sc.us">brunsond@obg3.k12.sc.us</a> Post Office Box 98 Holly Hill, SC 29059	Laura Fogle 803-533-6401 <a href="mailto:foglel@octech.edu">foglel@octech.edu</a> 770 Stilton Road Orangeburg, SC 29115	Sonia King, Executive Director 803-533-6441 <a href="mailto:sonia.king@orangeburgfirs">sonia.king@orangeburgfirs</a> <a href="http://tsteps.org">tsteps.org</a> Post Office Box 451 Nix Elementary School 770 Stilton Road Orangeburg, SC 29115	Necole Stroman 803-536-1027 <a href="mailto:ocabheadst@oburg.net">ocabheadst@oburg.net</a> OCAB C.A.A. Head Start 1822 Joe Jeffords Highway Orangeburg, SC 29115

## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Abbeville County School District	Diane Willis 803-734-8103 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Michael Campbell Superintendent Abbeville County School District 400 Greenville Street Abbeville, SC 29620	(864) 459-5427 (864) 459-8531 (fax) <a href="http://www.acsd.k12.sc.us">www.acsd.k12.sc.us</a>
Allendale County School District <b>TRIAL</b>	TBA	Mrs. Paula W. Harris State District Superintendent Allendale County School District P.O. Box 458 3249 Allendale-Fairfax Hwy (Fairfax, SC) Allendale, SC 29810	(803) 584-4603 (803) 584-5303 (fax) <a href="http://www.acs.k12.sc.us">www.acs.k12.sc.us</a>
Bamberg County School District One	Amy DeCola 803-734-1106 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Ms. Phyllis K. Schwarting Superintendent Bamberg County School District One P.O. Box 526 501 Faust Street Bamberg, SC 29003	(803) 245-3053 (803) 245-3056 (fax)
Bamberg County School District Two	TBA	Dr. Deborah Williams Bamberg County School District Two P.O. Box 345 141 North Beach Avenue Denmark, SC 29042	(803) 793-3346 (803) 793-2006 (fax)
Barnwell County School District Nineteen	TBA	Mr. William Sandifer Superintendent Barnwell County School District Nineteen 297 Pascallas Street P.O. Box 185 Blackville, SC 29817	(803) 284-2234
Barnwell County School District Twenty-Nine	Amy DeCola 803-734-1106 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Ms. Alexia Clamp Superintendent Barnwell County School District Twenty-Nine 12255 East Main Street Williston, SC 29853	(803) 266-7878 (803) 266-3879 (fax) <a href="http://www.williston.k12.sc.us">www.williston.k12.sc.us</a>

## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Barnwell County School District Forty-Five	Amy DeCola 803-734-1106 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Mr. James E. Benson Superintendent Barnwell County School District Forty-Five 660 Hagood Avenue Barnwell, SC 29812	(803) 541-1300 (803) 541-1348 (fax) <a href="http://www.barnwellweb.com/bsd45">www.barnwellweb.com/bsd45</a>
Berkeley County School District	Amy DeCola 803-734-1106 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. J. Chester Floyd Superintendent Berkeley County School District P.O. Box 608 229 Main Street Moncks Corner, SC 29461	(843) 899-8600 (843) 899-8780 (fax) <a href="http://www.berkeley.k12.sc.us">www.berkeley.k12.sc.us</a>
Chesterfield County School District	Diane Willis 803-734-8103 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. H. Kenneth Dinkins Superintendent Chesterfield County School District 401 West Boulevard Chesterfield, SC 29709	(843) 623-2175 x101 (843) 623-3434 (fax) <a href="http://www.chesterfield.k12.sc.us">www.chesterfield.k12.sc.us</a>
Clarendon County School District One	Harriette Jenerette 803-734-4708 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Clarence E. Willie Superintendent (as of July 8, 2002) Clarendon County School District One P.O. Box 38 Larry King Highway Summerton, SC 29148	(803) 485-2325 x233 (Sup't) (803) 485-2822 (fax) <a href="http://www.clarendon1.k12.sc.us">www.clarendon1.k12.sc.us</a>
Clarendon County School District Two	Gayle Morris	Mr. John Tindal Superintendent Clarendon County School District Two P.O. Box 1252 15 Major Drive Manning, SC 29102	(803) 435-4435 (803) 435-8172 (fax) <a href="http://www.clarendon2.k12.sc.us">www.clarendon2.k12.sc.us</a>
Clarendon County School District Three	Harriette Jenerette 803-734-4708 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. David A. Sherbine (until 8/03) Superintendent Clarendon County School District Three P.O. Drawer 270 Highway 378 East Turbeville, SC 29162	(843) 659-2188 (843) 659-3204 (fax) <a href="http://www.myschoolonline.com/site/0,1876,0-818-48-1037,00.htm">www.myschoolonline.com/site/0,1876,0-818-48-1037,00.htm</a>



## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Dillon County School District One	Norma Jenkins Donaldson	Mr. Stephen Laird Superintendent Dillon County School District One P.O. Box 644 207 East Third Street Lake View, SC 29563	(843) 759-3001 (843) 759-3000 (fax) <a href="http://www.lakeviewschools.com">www.lakeviewschools.com</a>
Dillon County School District Two <b>TRIAL</b>	Gayle Morris	Mr. D. Ray Rogers Superintendent Dillon County School District Two 405 West Washington Street Dillon, SC 29536	(843) 774-1200 (843) 774-1203 (fax) <a href="http://www.dillon2.k12.sc.us">www.dillon2.k12.sc.us</a>
Dillon County School District Three	Norma Jenkins Donaldson	Dr. John Kirby Superintendent Dillon County School District Three 502 N. Richardson Street Latta, SC 29565	(843) 752-7101 (843) 752-2081 (fax) <a href="http://www.dillon3.k12.sc.us">www.dillon3.k12.sc.us</a>
Florence County School District One	Gayle Morris	Dr. Joseph S. Nelson Superintendent Florence Public School District One 319 South Dargan Street Florence, SC 29506-2589	(843) 669-4141 (843) 673-1108 (fax) <a href="http://www.fsd1.org">www.fsd1.org</a> or <a href="http://www.florence1.k12.sc.us">www.florence1.k12.sc.us</a>
Florence County School District Two	Linda Mims 803-734-9052 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Steve W. Quick Superintendent Florence Public School District Two 2121 S. Pamplico Hwy. Pamplico, SC 29583	(843) 493-2502 (843) 493-1912 (fax)
Florence County School District Three	Linda Mims 803-734-9052 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Ms. Beth Wright Superintendent Florence Public School District Three P.O. Drawer 1389 125 S. Bland Lake City, SC 29560	(843) 394-8652 (843) 394-2946 (fax) <a href="http://www.florence3.k12.sc.us">www.florence3.k12.sc.us</a>
Florence County School District Four <b>TRIAL</b>	Gayle Morris	Dr. Valerie Harrison Superintendent Florence Public School District Four 220 North Pinckney Street Timmonsville, SC 29161	(843) 346-5391, ext. 308 (843) 346-4049 (fax) <a href="http://www.florence4.org">www.florence4.org</a>

## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Florence County School District Five	Gayle Morris	Dr. A. Dale Strickland Superintendent Florence Public School District Five P.O. Box 98 156 E. Marion Street Johnsonville, SC 29555	(843) 386-2358 (843) 386-3029 (fax)
Hampton County School District One	TBA	Mr. Charles H. Phillips Superintendent Hampton County School District One 410 Pine Street, East, Varnville, 29944 P.O. Box 177 Hampton, SC 29924	(803) 943-4576 (803) 943-5943 (fax)
Hampton County School District Two <b>TRIAL</b>	TBA	Mr. Dennis Thompson, Jr. Superintendent Hampton County School District Two P.O. Box 1028 326 Fourth Street Estill, SC 29918	(803) 625-2875 (803) 625-2573 (fax) <a href="http://www.hampton2.k12.sc.us">www.hampton2.k12.sc.us</a>
Jasper County School District <b>TRIAL</b>	TBA	Dr. William Singleton, Jr. Superintendent Jasper County School District 212 N. Jacob Smart Boulevard P.O. Box 848 Ridgeland, SC 29936	(843) 717-1100 (843) 717-1199 (fax) <a href="http://www.jcsd.k12.sc.us">www.jcsd.k12.sc.us</a>
Laurens County School District Fifty-Five	Diane Willis 803-734-8103 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Ed Taylor Superintendent Laurens County School District Fifty-Five 1029 W. Main Street Laurens, SC 29360	(864) 984-3568 (864) 984-8100 (fax) <a href="http://www.laurens55.k12.sc.us">www.laurens55.k12.sc.us</a>
Laurens County School District Fifty-Six	Diane Willis 803-734-8103 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Mr. Charles Lackey Superintendent Laurens County School District Fifty-Six 600 East Florida Street Clinton, SC 29325	(864) 833-0802 (864) 833-0804 (fax) <a href="http://www.laurens56.k12.sc.us">www.laurens56.k12.sc.us</a>

## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Lee County School District <b>TRIAL</b>	Gayle Morris	Dr. Lloyd Hunter Superintendent Lee County School District P.O. Box 507 521 Park Street Bishopville, SC 29010	(803) 484-5327 x 314 (803) 484-9107 (fax) <a href="http://www.lee.k12.sc.us">www.lee.k12.sc.us</a> <a href="mailto:hunter1@lee.k12.sc.us">hunter1@lee.k12.sc.us</a>
Lexington County School District Four	Harriette Jenerette 803-734-4708 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. J. Franklin Vail Superintendent Lexington County School District Four 607 East Fifth Street Swansea, SC 29160	(803) 568-1000 (803) 568-1020 (fax) <a href="http://www.lex4.k12.sc.us/#School">www.lex4.k12.sc.us/#School</a>
Marion County School District One	Diane Willis 803-734-8103 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Cheryl Allread Superintendent Marion County School District One 616 Northside Avenue Marion, SC 29571	(843) 423-1811 (843) 423-8328 (fax) <a href="http://www.marion1.k12.sc.us">www.marion1.k12.sc.us</a>
Marion County School District Two	Gayle Morris	Dr. Nathaniel Miller Superintendent Marion County School District Two P.O. Box 689 Mullins, SC 29574	(843) 464-3700 (843) 464-3705 (fax) <a href="http://www.marion2.k12.sc.us">www.marion2.k12.sc.us</a>
Marion County School District Seven (formerly Marion 3 and Marion 4) <b>TRIAL</b>	Gayle Morris	Dr. Everette M. Dean, Jr. Superintendent Marion County School District Seven P.O. Drawer 439 Rains, SC 29589	(843) 423-2891 (843) 423-7987 (fax) <a href="http://www.marion7.k12.sc.us">www.marion7.k12.sc.us</a>
Marlboro County School District	Linda Mims 803-734-9052 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. David Sherbine (as of 8/03) Superintendent Marlboro County School District P.O. Box 947 122 Broad St. Bennettsville, SC 29512	(843) 479-4016 (843) 479-5944 (fax)
McCormick County School District	Ruth Nodine 803-734-9052 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Sandra Calliham Superintendent McCormick County School District 821 North Mine Street McCormick, SC 29835	(864) 852-2435 (864) 852-2883 (fax) <a href="http://www.mccormick.k12.sc.us">www.mccormick.k12.sc.us</a> <a href="mailto:callihams@mccormick.k12.sc.us">callihams@mccormick.k12.sc.us</a>

## Plaintiff School Districts

District	SDE Contact	Superintendent	Phone/Fax/E-mail
Orangeburg Consolidated School District Three <b>TRIAL</b>	Harriette Jenerette 803-734-4708 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. David Longshore Superintendent Orangeburg Consolidated School District Three P.O. Box 98 1550 Brant Avenue Holly Hill, SC 29059	(803) 496-3288 (803) 496-5850 (fax) <a href="http://www.obg3.k12.sc.us">www.obg3.k12.sc.us</a>
Orangeburg Consolidated School District Five	Amy DeCola 803-734-1106 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Mr. Melvin Smoak Superintendent Orangeburg Consolidated School District Five 578 Ellis Avenue Orangeburg, SC 29115	(803) 534-5454 (803) 533-7953 (fax)
Saluda County School District	Harriette Jenerette 803-734-4708 Suite 101, Landmark II 3700 Forest Drive Columbia, SC 29204	Dr. Joseph R. Brooks Interim Superintendent Saluda County School District 404 North Wise Road Saluda, SC 29138	(864) 445-8441 (864) 445-9671 (fax) <a href="http://www.saludak-12.org">www.saludak-12.org</a>
Williamsburg County School District	Norma Jenkins Donaldson	Dr. Kenneth Gardner Superintendent Williamsburg County School District P.O. Box 1067 423 School Street Kingstree, SC 29556	(843) 355-5571 (843) 355-3213 (fax)



# South Carolina Child Development Education Pilot Program Registration Form

Please write the school year in the box. →

School Year

SCHOOL and DISTRICT			
School:		School district:	
CHILD			
Last name:		First name: Middle initial:	
Social Security number:		DOB (mm/dd/yy): / / Sex: <input type="checkbox"/> M <input type="checkbox"/> F	
Street address:		County:	
City:		South Carolina zip: Home phone:	
PARENTS/GUARDIANS			
Mother's last name:		First name: Middle initial:	
<i>If different from the child's information:</i>			
Street address:		County:	
City:		South Carolina zip:	
Home phone:		Daytime phone:	
Father's last name:		First name: Middle initial:	
<i>If different from child's information:</i>			
Street address:		County:	
City:		South Carolina zip:	
Home phone:		Daytime phone:	
PRIMARY EMERGENCY CONTACT			
Name:		Daytime phone:	
Daytime street address:			
City:		State: Zip:	
PARENT/GUARDIAN VERIFICATION			
<p>I verify that the above information is correct, and I understand that my completion of this form does not guarantee the placement of my child in a South Carolina Child Development Education Pilot Program. If my child is placed in the Child Development Education Pilot Program, I agree that he or she will attend the class for 6.5 hours each day, five days a week, for the 180-day school year. I understand that my child's failure to meet this attendance requirement could result in his or her being dropped from the program. I further understand that I cannot register my child in the program without the appropriate documentation of his or her age and eligibility, and I have therefore attached to this registration form a copy of the necessary documentation.</p>			
_____ Signature of parent/guardian		_____ Date	

**CHILD'S BASIC CARE**

Child's living arrangements: ☐ both parents ☐ mother ☐ father  
☐ Other

Child's legal guardian: ☐ both parents ☐ mother ☐ father ☐ other

- ☐ Last year my child attended a child care center. (*Name of center:* \_\_\_\_\_)
- ☐ Last year my child attended a Head Start center. (*Name of center:* \_\_\_\_\_)
- ☐ Last year my child attended a home day-care facility. (*Name of facility:* \_\_\_\_\_)
- ☐ Last year my child was not involved in any day-care program outside of my home.

**CHILD'S PRIMARY HEALTH SOURCE**

My child's physician or clinic: \_\_\_\_\_ Phone: \_\_\_\_\_

**SECONDARY EMERGENCY CONTACTS**

*At least two secondary emergency contacts are required:*

Name	Relationship to Child	Daytime Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**CHILD'S SPECIAL NEEDS**

My child's weight at birth: \_\_\_\_\_

My child has the following long-term health concerns, illnesses, and/or allergies: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My child is currently on the following medication(s) prescribed for continuous long-term use: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following special accommodation(s) may be required to meet my child's needs most effectively while he or she is at the school:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PARENT/GUARDIAN CONSENT

I verify that the information I have provided on this registration form is true and accurate. I hereby grant permission for this information to be distributed to the Child Development Education Pilot Program (CDEPP) and other state agencies, which include, but are not limited to, the South Carolina Education Oversight Committee (EOC).

I understand that information about my child and about the school will be used in a comprehensive, multiyear longitudinal research and evaluation project to determine the relationship between the student and school data and student success in school. All data collected are subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) as well as South Carolina statutes and regulations protecting individual privacy and confidentiality. Analyses of the data collected will be conducted only by individuals approved by the EOC. Individual student names will not be used.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

### PHOTOGRAPH/VIDEOTAPE RELEASE

The CDEPP will occasionally take photographs and makes videotapes of children in the program. Such photographs and/or videotapes may appear in printed materials such as brochures, in teacher training videos, and on the State Department of Education's Web site.

*Please put a checkmark in one of the following boxes:*

- ☐ I authorize the reproduction of any photographs, videos, slides, negatives, or proofs of my child for use by the CDEPP.
- ☐ I *do not* authorize the reproduction of any photographs, videos, slides, negatives, or proofs my child for use by the CDEPP.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

**Public School Child Development  
Education Pilot Program  
2006-2007 School Year**

(Insert School Name Here)

**Parent/Family Orientation Checklist**

Child's Name \_\_\_\_\_ Date of Orientation \_\_\_\_\_

School/Classroom Tours	Please Check When Reviewed
Tour of School / Classroom	
CDEPP Policies/Procedures	
Attendance Policy	
Calendar	
Classroom Hours of Operation	
Classroom Daily Schedule	
Before/After School Care	
Eligibility/Enrollment	
Confidentiality	
Discipline/Guidance	
Expectations for Student Learning	
Curriculum	
Assessing Student Learning	
Health, Wellness and Safety	
Health Records	
Illness	
Medicine	
Minor Injuries	
Emergency Medical Treatment	
Immunizations	
Reporting of Abuse or Neglect	
Parent Involvement	
Home Visits	
Parent-Teacher Conference	
Communication	
Classroom Visits	
Parent-Teacher Compact	
Family Literacy Program	

Parent's/Family Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Home Visits

The Home visit requirement is an integral part of CDEEP. Of the four parent-teacher conferences, two are required to be held outside of the classroom. The home visit serves as a bridge from home to school by introducing the teacher and the teaching assistant to the child and to the parents on the family's own "turf" where they may feel more comfortable and more empowered. The home visit provides the teacher and teaching assistant valuable information in understanding the individual child and to formulate a basis for meeting individual needs. It also establishes trust and rapport with families.

The initial visit, to be conducted prior to the start of the school year, is simply an opportunity for the child, and his or her family, to become familiar with the CDDEP teaching team. This will ease some of that first day apprehension (for both child and parent). During the visit, let the child take the lead.

### THE INITIAL VISIT

- ✓ Share information about CDDEP and distribute *The CDDEP Parent Handbook* (if you have not already done so).
- ✓ Ask for information regarding the child's interests, his/her strengths and areas that the parent feels the child needs to work on.
- ✓ Review and complete any necessary paperwork need for the child's file.
- ✓ Complete *The Home Visit Survey* with the parent(s). You will administer the survey at the end of the school year as well to measure growth/change.

## PRIOR TO THE HOME VISIT

### Notify the Parent of the Home Visit:

- ✓ Contact the parent a week to 10 days in advance by phone and letter (see sample letter) and follow up with a phone call the day before the actual visit.
- ✓ Schedule the visit at the family's convenience, as much as possible.
- ✓ Inform parents of the purpose of the visit.
- ✓ Let parents know how long the visit will last.

### Review the Child's Records, Family History and Cultural Background:

- ✓ Learn names of the family members.
- ✓ Research any special needs or accommodations that each child or family may have.

### **Develop Tentative Plan for Visits:**

- ✓ Be flexible
- ✓ Schedule 45 to 60 minutes for each home visit.
- ✓ Plan travel time and sequence of visits.
- ✓ Dress appropriately.
- ✓ Gather all material prior to and after each visit.
- ✓ Be sure of locations and carry maps of the area.
- ✓ Leave schedule of home visits and emergency contact information with school personal.
- ✓ Call someone to check in with before and after you do each home visit.

## **CONCLUDING THE VISIT**

### **Summary:**

- ✓ Summarize the content of the visit.
- ✓ Provide information about future parent activities and PTO meetings.
- ✓ Highlight school activities and events.
- ✓ Invite parents to get involved, have several different specific ways parents can be involved.
- ✓ Give parents your contact information including phone, e-mail and mailing address.
- ✓ Close the visit with something personal from you to the family.
- ✓ End on time.

## ON HOME VISITS:

### DO

- ✓ Be a good listener.
- ✓ Have specific goals or objectives for each visit.
- ✓ Be flexible.
- ✓ Be prompt to home visits
- ✓ Realize the limitations of your role.
- ✓ Help parents become more independent.
- ✓ Keep language appropriate.
- ✓ Dress appropriately and comfortably.
- ✓ Be confident.
- ✓ Remember that small improvements lead to big ones.
- ✓ Respect cultural and ethnic values.
- ✓ Monitor your own behavior-the parent and child are observing you.

### Don't

- ✓ Impose values.
- ✓ Bring visitors without parents' permission.
- ✓ Socialize excessively at the beginning of the visit.
- ✓ Exclude other family members from the visit.
- ✓ Talk about families in public.
- ✓ Be the center of attention.
- ✓ Expect perfection from the parents.
- ✓ Ask the parents to do something you wouldn't.

## Sample Letter of Introduction

Dear,

On \_\_\_\_\_ at \_\_\_\_\_  
(Date) (Time)

We would like to visit you and \_\_\_\_\_ in your home.  
(Child)

Our visit will last about forty-five minutes. During our visit, we would like to

\_\_\_\_\_  
(Purpose of Visit)

Please let us know if this date and time are convenient for you by checking the appropriate box below.

We look forward to meeting you and \_\_\_\_\_  
(Child's Name)

Sincerely,

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Teaching

\_\_\_\_\_  
Assistant

---

**Please return to school!**

## Home Visit

- ☐ **Yes, this date and time are convenient.**
- ☐ **No, this date and time are not convenient.**

\_\_\_\_\_  
(Child's Name)

\_\_\_\_\_  
(Parent's Signature)

# CHILD DEVELOPMENT EDUCATION PILOT PROJECT HOME VISIT SURVEY

School: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Is this the initial visit? (Circle one): Yes No

Person surveyed is the child's (circle one): Mother Father Guardian  
Other \_\_\_\_\_

*Please read the questions below to the parent/guardian and mark the appropriate box with an X.*

*It is helpful if you are able to lay the survey in view of the parents so they can also see the response when they are answering.*

*Please remember that parents are to answer the questions only for the past week.*

In the PAST WEEK, how often did you or a member of your family do the following with your child? (Mark an X under only one column for each question).	None	One Time	Two Times	3 or 4 Times	5 or 6 Times
Read to/listen to your child read from a book.					
Tell your child a story					
Sing/dance with your child					
Work with your child on a computer					
Draw, paint, or do other arts and crafts with your child					
Play with your child					
Involve your child in household chores like cooking, setting the table or caring for pets.					

## Media Release

### News Release for 4 K Development Expansion

(Name of School District) is expanding its Child Development program for four-year-olds, thanks to extra state funding for the 2006–07 school year. The district is offering full-day Child development to more students to boost their chances for school success.

To register for these classes, children must be four years old on or before September 1, 2006. They also must qualify for the free and reduced-price school lunch program or be Medicaid eligible.

“This is a great opportunity for us to serve more students who can benefit from early childhood education,” said district superintendent (Name). “I urge parents to enroll their children now. Early registration helps our planning for the new school year.”

Enrollment information is available at local elementary schools and at the district office. Parents can call (phone number) for more details or to get questions answered.

Superintendent (Name) said the expanded Child Development classes will operate on a six-and-a-half hour school day for 180 days, the length of the regular school year. Certified Early Childhood teachers and full-time assistants will staff classrooms. There is no charge for the school day itself, but there may be fees for extended day or additional day care.

Eligible children may enroll in public or non-public pre-K, but superintendent (Name) said the district is welcoming new students and has the capacity to handle expansion.

South Carolina's Child Development public school programs have earned high ratings in national reports, according to State Superintendent of Education Inez Tenenbaum.

"Studies show that high-quality preschool positively affects a young person's later success in school, at work and in their personal lives," Tenenbaum said. "My wish is that every parent would take advantage of the win-win opportunity created by districts' expanding their pre-K programs."

### **Copy for Radio Spot – Child Development Expansion**

(Name) School District is now registering four-year-old students for the expanded Child Development program. To register, children must:

- Be four-years-old on or before September 1, 2006.
- Qualify for free/reduced price school lunch.
- Or, be Medicaid eligible.

The school district offers:

- ✓ SMALL CLASSES with a low 10 to 1 pupil-teacher ratio.
- ✓ SPECIALLY TRAINED teachers & classroom assistants.
- ✓ FREE 6-and-a-half hour school day.
- ✓ CONVENIENT 180-day school year.
- ✓ PARENTING support programs

Give your child a great start with high-quality pre-school!

For more details, call your local school or the (Name) School District Office at (phone number).

## Parent Teacher Conference Documentation Form

Please sign below to document that each Parent Teacher Conference was held. Please note that a minimum of four Parent Teacher Conferences should be held each school year. The first and the last conference should be held in each child's home.

1.     Parent Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Teacher Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Comments: \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_
  
2.     Parent Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Teacher Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Comments: \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_
  
3.     Parent Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Teacher Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Comments: \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_
  
4.     Parent Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Teacher Signature: \_\_\_\_\_  
       Date of Conference: \_\_\_\_\_  
  
       Comments: \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_



## **Four-Year-Old Students Child Development Registration**

**(Name) School District is expanding the Child  
Development Program for four-year-old students  
Register now!**

### **Requirements**

Children must:

- Be 4 years old on or before September 1, 2006.
- Qualify for free/reduced-price school lunch program or be Medicaid eligible.

The district's Child Development Program offers:

- Small classes – Low 10:1 pupil-teacher ratio
- Specially trained teachers & assistants
- 6½ hour school day (free)
- Convenient 180 day school year
- Parenting support

Give your four-year-old a great start with high-quality preschool classes from (Name) School District!

Call your local school for details or contact the  
District Office at (phone number)

## Materials and Equipment List

Recommended for use in 5-K (five-year-old kindergarten) classrooms in South Carolina public schools; Recommended by the Office of Early Childhood Education, South Carolina Department of Education.

Items in the classroom are labeled. Labeling in a language other than English that is the home language of children in the classroom is also important.

### Art Center:

#### *Equipment and Materials*

- |   |   |
|---|---|
| <input type="checkbox"/> Double easel (2 if space permits)                                  | <input type="checkbox"/> Plastic bags to store clay   |
| <input type="checkbox"/> Large sheet of builder's plastic or linoleum if area is carpeted   | <input type="checkbox"/> Modeling Clay  |
| <input type="checkbox"/> Easel clips or spring type clothespins                             | <input type="checkbox"/> Homemade Play dough  |
| <input type="checkbox"/> Eighteen 12" paintbrushes (bristle widths varying from 1" to 1/4") | <input type="checkbox"/> Liquid starch (mix with dry tempera and a few drops of liquid starch to make finger paint) |
| <input type="checkbox"/> Stapler  | <input type="checkbox"/> Tongue depressors or Popsicles sticks (for past sticks)                                    |
| <input type="checkbox"/> Scissors (include left-handed scissors)                            | <input type="checkbox"/> Colored and natural toothpicks   |
| <input type="checkbox"/> Large teacher scissors   | <input type="checkbox"/> Styrofoam packing pieces   |
| <input type="checkbox"/> Tape dispenser   | <input type="checkbox"/> Fabric scraps  |
| <input type="checkbox"/> Yarn needles and hoops for stitchery                               | <input type="checkbox"/> Yarn   |
| <input type="checkbox"/> Hand-held hole punchers  | <input type="checkbox"/> Containers for paint and other materials   |
| <input type="checkbox"/> Aprons   | <input type="checkbox"/> Sponges  |

### Art Center Continued:

Consumable supplies and collectibles:

- |  |   |
|--|---|
| <input type="checkbox"/> Tempera paint powder (various colors)           | <input type="checkbox"/> Collage materials                  |
| <input type="checkbox"/> Finger-paint (red, blue, yellow, white, black)  | <input type="checkbox"/> Wax paper                          |
| <input type="checkbox"/> Newsprint – 18" X 24", 12" X 18"                | <input type="checkbox"/> Old newspapers                     |
| <input type="checkbox"/> Finger-paint paper                              | <input type="checkbox"/> Chalk- regular and jumbo           |
| <input type="checkbox"/> Construction paper – 12" X 18" – Various Colors | <input type="checkbox"/> Crayons-various sizes              |
| <input type="checkbox"/> Manila drawing paper – 12"X18"                  | <input type="checkbox"/> Felt tip markers (large and small) |
| <input type="checkbox"/> Tissue paper                                    | <input type="checkbox"/> School paste                       |
| <input type="checkbox"/> Butcher paper                                   | <input type="checkbox"/> White glue                         |
| <input type="checkbox"/> Paper bags                                      | <input type="checkbox"/> Staples                            |
| <input type="checkbox"/> Paper plates                                    | <input type="checkbox"/> Masking tape                       |
| <input type="checkbox"/> Wallpaper books                                 | <input type="checkbox"/> Scotch tape                        |
| <input type="checkbox"/> Plastic or paper straws                         | <input type="checkbox"/> Clay                               |
| <input type="checkbox"/> Aluminum foil                                   | <input type="checkbox"/> Many books about art and artists   |
| <input type="checkbox"/> Pipe cleaners                                   | <input type="checkbox"/> Art journals                       |

### Book Center:

- ☐ Library storage unit
- ☐ Area rug (if not carpeted)
- ☐ Easy chair or beanbag
- ☐ Small rocker
- ☐ Large throw pillows
- ☐ Factual information books
- ☐ Stories about people
- ☐ Books about animals
- ☐ Science books
- ☐ Books reflecting varied cultures
- ☐ Books reflecting disabilities
- ☐ Real objectives related to books (i.e., three stuffed bears)
- ☐ Leveled books for beginning readers
- ☐ Comfortable child-size furniture
- ☐ Old boats or bathtubs filled with soft pillows may be used as long as all hazardous items are removed
- ☐ Books related to themes or projects should be rotated as themes/projects changes
- ☐ Collections of appropriate books \*(display 5-10 books on the shelf at a time with front covers rather than spine showing)
- ☐ Many big books for reading to the class by the teacher
- ☐ Storage for all books
- ☐ Fantasy books
- ☐ Flannel board materials
- ☐ Books relative to varied learning centers should be displayed throughout the room
- ☐ Comfortable places where staff can read to children
- ☐ Special props to encourage word familiarity such as large glasses, binoculars, safe pointers, microphone, etc.
- ☐ Nursery rhymes and fairy tales (only if free from violence)
- ☐ Many rhyming books, charts, and stories
- ☐ Newspapers and magazines
- ☐ Library cards

### Teacher Resources:

- ☐ Poetry anthology
- ☐ Book of finger plays
- ☐ Nursery rhyme collection
- ☐ Songs, poems, chants, finger plays enlarged, and displayed for children to view

\*Some books may be purchased for a classroom collection while many more should be used from the school and local library collections.

### Cooking Center:

- ☐ Pegboard screen with patterns of utensils
- ☐ Pegboard hook
- ☐ Kitchen timer
- ☐ Hot plate
- ☐ Electric fry pan
- ☐ Toaster oven
- ☐ Food grinder (old fashioned, hand operated)
- ☐ Plastic juicer
- ☐ Foodstuff as needed
- ☐ Cutlery
- ☐ Paper plates, napkins, cups, etc.
- ☐ Recipe cards (teacher-made)
- ☐ Small paring knife
- ☐ Egg beater
- ☐ Spatula
- ☐ Measuring spoons
- ☐ Transparent plastic measuring cups
- ☐ Plastic mixing bowls
- ☐ Small plastic pitchers
- ☐ Wooden spoons
- ☐ Kitchen tongs
- ☐ Four-sided metal grater
- ☐ Pot with lid
- ☐ Cookie sheet

### **Cooking Center Continued:**

- |   |  |
|---|--|
| <input type="checkbox"/> Bottle opener              | <input type="checkbox"/> Vegetable peeler                |
| <input type="checkbox"/> Can opener (hand-operated) | <input type="checkbox"/> Vegetable brush                 |
| <input type="checkbox"/> Hot pads                   | <input type="checkbox"/> Plastic or oilcloth table cover |
| <input type="checkbox"/> Dishpans                   | <input type="checkbox"/> Colander                        |
| <input type="checkbox"/> Sponges                    | <input type="checkbox"/> Strainer                        |
| <input type="checkbox"/> Dishwashing detergent      | <input type="checkbox"/> Assorted cookie cutters         |
| <input type="checkbox"/> Rolling pins               | <input type="checkbox"/> Muffin pans                     |
| <input type="checkbox"/> Salt and peppershakers     | <input type="checkbox"/> Paper muffin liners             |
|   | <input type="checkbox"/> Trays for serving               |

### **Dramatic Play Center:**

#### ***Equipment and Materials:***

- |  |   |
|--|---|
| <input type="checkbox"/> Wooden stove unit   | <input type="checkbox"/> Real home items with electrical cords and other hazardous parts removed (iron, curling iron, blow dryer, blender, etc) |
| <input type="checkbox"/> Wooden refrigerator unit  | <input type="checkbox"/> Journal and paper  |
| <input type="checkbox"/> Wooden sink   | <input type="checkbox"/> Books (cook books, diaries, etc)   |
| <input type="checkbox"/> Wooden cupboard   | <input type="checkbox"/> Menus, phone books, etc.   |
| <input type="checkbox"/> Small table and chair set   | <input type="checkbox"/> Catalogues and magazines   |
| <input type="checkbox"/> Wooden ironing board and iron                                       | <input type="checkbox"/> Doll cradle or bed   |
| <input type="checkbox"/> Full length mirror  | <input type="checkbox"/> Doll buggy (strong, wooden)  |
| <input type="checkbox"/> Child size rocking chair  | <input type="checkbox"/> Doll high chair  |
| <input type="checkbox"/> Puppet stage  | <input type="checkbox"/> Doll (baby, girl, boy, black, white)   |
| <input type="checkbox"/> Props for other themes such as grocery store, bank, or fire station | <input type="checkbox"/> Wooden child size chest of drawers   |
| <input type="checkbox"/> A good selection of real objects such as real pots and pans         | <input type="checkbox"/> Two real or toy telephones   |
|  | <input type="checkbox"/> Cooking set  |
|  | <input type="checkbox"/> Tea set  |
|  | <input type="checkbox"/> Housecleaning set  |

### **Blocks:**

- |  |  |
|--|--|
| <input type="checkbox"/> One full set of hardwood unit blocks  | <input type="checkbox"/> Wooden traffic signs (7" high)  |
| <input type="checkbox"/> Wooden family figures   | <input type="checkbox"/> Miniature wooden cars (4")  |
| <input type="checkbox"/> Wooden farm animals   | <input type="checkbox"/> Wooden fence  |
| <input type="checkbox"/> Wooden zoo animals  | <input type="checkbox"/> Wooden train and tracks   |
| <input type="checkbox"/> Wooden community helper's figures   | <input type="checkbox"/> Wooden boat (6")  |
| <input type="checkbox"/> Books about building and construction   | <input type="checkbox"/> Wooden work vehicles (dump trucks, jeep, etc.)                              |
| <input type="checkbox"/> Building plans or building plan books   | <input type="checkbox"/> Small wooden airplane   |
| <input type="checkbox"/> Journals and books to illustrate buildings and write about buildings (child instantiated) | <input type="checkbox"/> Full set of hollow blocks (if classroom space permits – otherwise have set) |
|  | <input type="checkbox"/> Labeling of materials which includes graphic and printed word               |

**Collectibles:**

- |   |   |
|---|---|
| <input type="checkbox"/> Dress-up clothes, shoes, hats, etc.  | <input type="checkbox"/> Play food – plastic fruit, empty cans, and empty boxes |
| <input type="checkbox"/> Prop boxes (dress boxes, hat boxes, each with tools and uniform props for various occupations) | <input type="checkbox"/> Plastic knives, forks, and spoons                      |
|   | <input type="checkbox"/> Environmental print on display and/or in books         |

**Language Arts Center:**

- |   |  |
|---|--|
| <input type="checkbox"/> Flannel board  | <input type="checkbox"/> Puppets stage (commercial or made from large box)                       |
| <input type="checkbox"/> Flannel board cut-outs (nursery rhymes, stories, etc.) | <input type="checkbox"/> Puppets (commercial or homemade)  |
| <input type="checkbox"/> Oak tag sentence strips                                | <input type="checkbox"/> Experience chart paper  |
| <input type="checkbox"/> Felt tip markers (assorted colors)                     | <input type="checkbox"/> Small chalkboard and chalk  |
| <input type="checkbox"/> Puppets playmates (full length cutout boards)          | <input type="checkbox"/> Lotto games   |
| <input type="checkbox"/> Name cards and cards with simple words                 | <input type="checkbox"/> Collections of objects and pictures to compare, classify, and sequence  |
| <input type="checkbox"/> Picture dominoes                                       | <input type="checkbox"/> Collections of pairs of objects that rhyme or begin with the same sound |
| <input type="checkbox"/> Picture file (teacher/child collection)                | <input type="checkbox"/> Sequence cards  |
| <input type="checkbox"/> Camera and film  | <input type="checkbox"/> Alphabet bingo  |
| <input type="checkbox"/> Chart paper for story writing and dictation            |  |

Note: Many other items from other center listings may be used in the language arts center.

**Listening Center:**

- |  |  |
|--|--|
| <input type="checkbox"/> Cassette tape recorder or CD        | <input type="checkbox"/> Filmstrip/cassette companion sets   |
| <input type="checkbox"/> Needed apparatus for headset        | <input type="checkbox"/> Language master and appropriate prepared cards and blank cards (3 ½" X 9" and 3 ½" X 11") |
| <input type="checkbox"/> Supply of blank tapes or cd's       |  |
| 3 to 6 headsets  | <input type="checkbox"/> Record player or cd player  |
| <input type="checkbox"/> Filmstrip viewer for individual use |  |

Many of these materials may be borrowed frequently from the school's library or audiovisual collection

### Manipulative Center:

- |  |   |
|--|---|
| <input type="checkbox"/> Plastic bins storage of materials with small pieces | <input type="checkbox"/> Perception boards  |
| <input type="checkbox"/> Beads-various sizes, shapes, and colors             | <input type="checkbox"/> Perception plaques-faces                                     |
| <input type="checkbox"/> Laces for beads                                     | <input type="checkbox"/> 24 (minimum) wooden puzzles-varying difficulty (6-26 pieces) |
| <input type="checkbox"/> Threading block                                     | <input type="checkbox"/> Knobbed puzzles  |
| <input type="checkbox"/> Lacing cards or boards                              | <input type="checkbox"/> Unknobbed puzzles  |
| <input type="checkbox"/> Wooden animal dominoes                              | <input type="checkbox"/> Floor puzzles  |
| <input type="checkbox"/> Form boards-shapes and colors                       | <input type="checkbox"/> Tinker toys  |
| <input type="checkbox"/> Fit-a-space   | <input type="checkbox"/> Sprocketeer  |
| <input type="checkbox"/> Fit-a-square  | <input type="checkbox"/> Rising towers  |
| <input type="checkbox"/> Fit-a-circle  | <input type="checkbox"/> Rig-a-jig  |
| <input type="checkbox"/> Parquet blocks and boards                           | <input type="checkbox"/> Snap blocks or structo bricks                                |
| <input type="checkbox"/> Coordination boards                                 | <input type="checkbox"/> Zig-zag stacking tower                                       |
| <input type="checkbox"/> Nesting cups or boxes                               |   |
| <input type="checkbox"/> Pipe construction set                               |   |
| <input type="checkbox"/> Lincoln logs  |   |
| <input type="checkbox"/> Bristle blocks                                      |   |
| <input type="checkbox"/> Crystal climbers                                    |   |
| <input type="checkbox"/> Graduated cylinders                                 |   |
| <input type="checkbox"/> Tactile bridges or touch board                      |   |
| <input type="checkbox"/> Puzzle cabinet-for storing puzzles when not in use  |   |
| <input type="checkbox"/> Lego blocks   |   |
| <input type="checkbox"/> Interlockers  |   |
| <input type="checkbox"/> Peg and pegboards                                   |   |

### Mathematics Center:

- |  |   |
|--|---|
| <input type="checkbox"/> Math mates                                      | <input type="checkbox"/> Graph paper (1" squares)   |
| <input type="checkbox"/> Graded circles, squares and triangles           | <input type="checkbox"/> Real coins and play bills  |
| <input type="checkbox"/> Numeral jigsaw                                  | <input type="checkbox"/> Cash register  |
| <input type="checkbox"/> Wooden sorting box with geometric shapes        | <input type="checkbox"/> Objects to count (spools, tongue depressors, buttons, bottle caps, etc.) |
| <input type="checkbox"/> Plastic beads (500 assorted in 6 colors)        | <input type="checkbox"/> Counting stairway  |
| <input type="checkbox"/> Plywood numerals                                | <input type="checkbox"/> Tactile numeral blocks   |
| <input type="checkbox"/> Geometric sorting board                         | <input type="checkbox"/> Geometric dominoes   |
| <input type="checkbox"/> Number fitting board                            | <input type="checkbox"/> Cuisenaire rods  |
| <input type="checkbox"/> Jumbo colored rods of various lengths           | <input type="checkbox"/> 12" rulers (inches indicated –simple) and other measuring devices        |
| <input type="checkbox"/> Counting frame                                  | <input type="checkbox"/> Metric measuring tools   |
| <input type="checkbox"/> Cubical counting blocks                         | <input type="checkbox"/> Geo blocks   |
| <input type="checkbox"/> Giant beaded dominoes                           | <input type="checkbox"/> Shape matching board   |
| <input type="checkbox"/> Touch and learn clock                           | <input type="checkbox"/> Height comparison rod-wooden   |
| <input type="checkbox"/> Flannel board cutout for math (assortment)      | <input type="checkbox"/> Increasing insets-wooden plaque  |
| <input type="checkbox"/> Kinesthetic numbers                             | <input type="checkbox"/> Self-correcting  |
| <input type="checkbox"/> Pegboards and pegs (at least 3 different sizes) | <input type="checkbox"/> Stepping stones  |
|  | <input type="checkbox"/> Kitchen scale with lead weights equal to one pound                       |

## Mathematics Center Continued:

- |   |  |
|---|--|
| <input type="checkbox"/> Objects and boundaries to form sets  | <input type="checkbox"/> Books about number (class-made, child-made and published)                       |
| <input type="checkbox"/> Attribute shapes or blocks   | <input type="checkbox"/> Journals and other writing materials to record work with mathematics and number |
| <input type="checkbox"/> Three dimensional shapes such as cube, sphere, cone, and cylinder              | <input type="checkbox"/> Child safe (non mercury, non glass) thermometer                                 |
| <input type="checkbox"/> Materials which can teach beginning fractions (pizza slices, pie slices, etc.) | <input type="checkbox"/> Height chart  |
| <input type="checkbox"/> Dominoes   | <input type="checkbox"/> Rulers/tape measures  |
| <input type="checkbox"/> Scales and rules and other measurement tools                                   | <input type="checkbox"/> More/less games   |
| <input type="checkbox"/> Walk on number line  | <input type="checkbox"/> Nesting cups  |
| <input type="checkbox"/> Add-a-square   | <input type="checkbox"/> Geoboards   |
| <input type="checkbox"/> Sequential sorting box – wooden with interchangeable patterns                  | <input type="checkbox"/> Attribute blocks  |
| <input type="checkbox"/> Proportional number blocks   | <input type="checkbox"/> Sandpaper numbers   |
| <input type="checkbox"/> Wooden 8-cylinder set (for likeness and difference)                            | <input type="checkbox"/> Safe food preparation materials and child-friendly recipes                      |
| <input type="checkbox"/> Decreasing insets – wooden plaque – self-correcting                            | <input type="checkbox"/> Digital and analog clock  |
| <input type="checkbox"/> Unifix 1-10 stair and 60 unifix cubes  | <input type="checkbox"/> Weather chart or graph  |
| <input type="checkbox"/> Geo boards   | <input type="checkbox"/> Season chart or graph   |
| <input type="checkbox"/> Calendar   | <input type="checkbox"/> Patterns and pattern cards  |
|   | <input type="checkbox"/> Object graphs, pictorial graphs and tables                                      |
|   | <input type="checkbox"/> Items which can be used as nonstandard units of measure                         |

## Music:

- |  |   |
|--|---|
| <input type="checkbox"/> Record player                       | <input type="checkbox"/> Resonator bells                  |
| <input type="checkbox"/> Two sets of headphones              | <input type="checkbox"/> Piano (if available)             |
| <input type="checkbox"/> Autoharp                            | <input type="checkbox"/> Records and record sets          |
| <input type="checkbox"/> Xylophone-with color-coded keyboard | <input type="checkbox"/> Dance props                      |
| <input type="checkbox"/> Balls (nerf and rubber)             | <input type="checkbox"/> Tapes/cd's and tape sets/cd sets |
| <input type="checkbox"/> 8-Bar step bells with two beaters   |   |
| <input type="checkbox"/> Maracas (gourds)                    |   |

**Collectibles:**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Yarn balls | <input type="checkbox"/> Crepe paper streamers             |
| <input type="checkbox"/> Scarves    | <input type="checkbox"/> Bottles- filled to various levels |

**Outdoor:**

Some items may be used in large indoor areas:

- |  |  |
|--|--|
| <input type="checkbox"/> Balls – 6", 8", and 10" rubber  | <input type="checkbox"/> Steering and pedaling wheeled toys                                    |
| <input type="checkbox"/> Hoops – various sizes   | <input type="checkbox"/> Sufficient cushioning beneath equipment                               |
| <input type="checkbox"/> Variplay triangle sets with ladder  | <input type="checkbox"/> Six feet of fall space on each side of each piece of equipment        |
| <input type="checkbox"/> Child-size gardening tools (hoe, rake, shovel)  | <input type="checkbox"/> Both stationary and portable gross motor equipment                    |
| <input type="checkbox"/> Climbing net or safe climbing wall  | <input type="checkbox"/> Indoor center equipment may be transported outdoors whenever possible |
| <input type="checkbox"/> Skipping ropes  | <input type="checkbox"/> Ramp and ladder access to climbing structures                         |
| <input type="checkbox"/> Climbing rope   | <input type="checkbox"/> Low and safe balance beams  |
| <input type="checkbox"/> Outdoor climbing apparatus  | <input type="checkbox"/> Storage for equipment   |
| <input type="checkbox"/> Variplay house gym (if indoor space permits)  | <input type="checkbox"/> Shade   |
| <input type="checkbox"/> Durable tricycles –20 " size  | <input type="checkbox"/> Multiple types of safe surfacing of play area                         |
| <input type="checkbox"/> Heavy steel wagon   |  |
| <input type="checkbox"/> Activity dollies – set of six   |  |
| <input type="checkbox"/> Skate scooter   |  |
| <input type="checkbox"/> Wheelbarrow   |  |
| <input type="checkbox"/> Tumbling mat  |  |
| <input type="checkbox"/> Ring toss/beanbags  |  |
| <input type="checkbox"/> Safe outdoor play equipment including swings, climbers, seesaws, teeter totters, sand areas, and sliding boards (must follow all safety recommendations for five-year-old children) |  |
| <input type="checkbox"/> Benches to sit on   |  |
| <input type="checkbox"/> Fenced area with safe fencing materials   |  |

Avoid "S" hooks on play equipment

**Collect or Improvise:**

- |  |  |
|--|--|
| <input type="checkbox"/> Steering wheel in block | <input type="checkbox"/> Sifter set                      |
| <input type="checkbox"/> Balance beam            | <input type="checkbox"/> Measuring containers            |
| <input type="checkbox"/> Sand box                | <input type="checkbox"/> Buckets                         |
| <input type="checkbox"/> Scoops, shovels         | <input type="checkbox"/> Truck tires mounted in concrete |
| <input type="checkbox"/> Sand combs              | <input type="checkbox"/> Telephone wire spools           |
| <input type="checkbox"/> Watering can            | <input type="checkbox"/> Telephone poles                 |
|  | <input type="checkbox"/> Large wooden boxes              |

Note: Much of the outdoor equipment may be built or improvised by high school shop personnel, parent or volunteers



## **Sand and Water Play:**

- |  |  |
|--|--|
| <input type="checkbox"/> Sand and water table, galvanized tub or other large container | <input type="checkbox"/> Pots and pans   |
| <input type="checkbox"/> Containers for measuring and pouring liquid detergent         | <input type="checkbox"/> Shovels   |
| <input type="checkbox"/> Clothesline and clothespin (for washing doll clothes)         | <input type="checkbox"/> Molds   |
| <input type="checkbox"/> Food coloring   | <input type="checkbox"/> Safe toy items to use in sand and water                       |
| <input type="checkbox"/> Pumps   | <input type="checkbox"/> Theme based items such as bones to dig for archeological digs |
| <input type="checkbox"/> Funnels   | <input type="checkbox"/> Bubbles or food color added for variety                       |
| <input type="checkbox"/> Tubes   | <input type="checkbox"/> Items for sink/float  |
| <input type="checkbox"/> Plastic aprons  | <input type="checkbox"/> Sponges   |
| <input type="checkbox"/> Miscellaneous kitchen tools and plastic containers            | <input type="checkbox"/> Shells  |
| <input type="checkbox"/> Spoons of varied sizes and materials                          | <input type="checkbox"/> Water droppers and basters                                    |
| <input type="checkbox"/> Scoops  | <input type="checkbox"/> Potting soil  |
|  | <input type="checkbox"/> Varied sized pots for planting                                |
|  | <input type="checkbox"/> Bird seed   |

## **Science Center:**

- |  |  |
|--|--|
| <input type="checkbox"/> <u>Large room thermometer – also large outdoor thermometer</u>    | <input type="checkbox"/> Ant farm  |
| <input type="checkbox"/> Pan balance scales  | <input type="checkbox"/> <u>Magnastiks</u>   |
| <input type="checkbox"/> Tripod magnifier (giant stand)                                    | <input type="checkbox"/> Wooden lever 2 ¾" X 21"   |
| <input type="checkbox"/> Hand-held magnifying glass  | <input type="checkbox"/> Bug house   |
| <input type="checkbox"/> Animals and cages   | <input type="checkbox"/> Sounds cylinders  |
| <input type="checkbox"/> Magnets, iron filings, other objects to attract                   | <input type="checkbox"/> Sensory items to touch, taste, see, hear, and smell                         |
| <input type="checkbox"/> Containers of various sizes and shapes to store materials         | <input type="checkbox"/> Seeds   |
| <input type="checkbox"/> Aquarium and terrarium containers and materials (children set up) | <input type="checkbox"/> Watering can  |
| <input type="checkbox"/> Pulley and rope   | <input type="checkbox"/> Locks and keys  |
| <input type="checkbox"/> Color paddles   | <input type="checkbox"/> Worn out clocks and other items to take apart                               |
| <input type="checkbox"/> 6" prism  | <input type="checkbox"/> Appropriate materials from science kits may be used                         |
| <input type="checkbox"/> Stethoscope – real doctor's type                                  | <input type="checkbox"/> Additional materials which can be used for science projects and experiments |
| <input type="checkbox"/> Science pictures  | <input type="checkbox"/> Science journals and other means of recording scientific findings           |
| <input type="checkbox"/> Science and nature books  | <input type="checkbox"/> Articles from nature and science that children bring in                     |
| <input type="checkbox"/> Tuning fork   |  |
| <input type="checkbox"/> Incubator   |  |
| <input type="checkbox"/> Wooden science puzzles  |  |
| <input type="checkbox"/> Kaleidoscope  |  |

**Electrical Equipment:**

- ☐ Wires and batteries
- ☐ Bulbs

- ☐ Buzzers
- ☐ Sockets
- ☐ Switches

**Woodworking Center:**

- ☐ Woodworking bench, sturdy wooden
- ☐ 5" vise or clamp
- ☐ Hammer (16 oz.)
- ☐ Saw, 12" crosscut
- ☐ Nails (various sizes)
- ☐ Sandpaper, coarse and fine
- ☐ Nuts and bolts
- ☐ Screws
- ☐ Wood scraps
- ☐ Spools

- ☐ Table or stump
- ☐ Pegboard with hoods for hanging tools
- ☐ Screwdrivers
- ☐ Pliers
- ☐ Hand drill and bits
- ☐ Safety goggles
- ☐ Water based paint and brushes
- ☐ Journals or other paper for illustrations and writing
- ☐ Books about woodworking

**Writing Center:**

- ☐ Primary typewriter
- ☐ Computer keyboard
- ☐ Paper of different colors and sizes
- ☐ Containers for writing utensils
- ☐ Pencils
- ☐ Felt pens
- ☐ Crayons
- ☐ Wooden alphabet (multiples of upper and lower case)
- ☐ Templates
- ☐ Sandpaper letters
- ☐ Oak tag sentence strips

- ☐ Printing set – stamps of lower and upper case letters, ink pad
- ☐ Journals
- ☐ Pictures and photographs
- ☐ Child safe stapler
- ☐ Book making materials
- ☐ Magnetic letters and magnetic board
- ☐ Small dry erase boards with markers
- ☐ Small chalk board and chalk
- ☐ Felt letters and felt board

**Other Equipment and Materials:**

- ☐ Cabinets and shelving units for storage and display of materials
- ☐ Tables
- ☐ Chairs
- ☐ File cabinet
- ☐ Cubbies
- ☐ Napping mats or cots
- ☐ Soft, clean coverings for mats
- ☐ Gloves for use by adults when exposed to bodily fluids
- ☐ Computer(s)

- ☐ Sound absorbing materials
- ☐ A chair for each child if needed, appropriate size
- ☐ Cushions (no tears in cushions)
- ☐ Rugs
- ☐ Beanbags
- ☐ Some clean, soft furnishings
- ☐ Places to display child related materials and work done by children
- ☐ Places to display one, two, and three dimensional work, including artwork

### **Other Equipment and Materials Continued:**

- |  |  |
|--|--|
| <input type="checkbox"/> Age and subject appropriate CD's, tapes, and videos   | <input type="checkbox"/> Posters for necessary items including schedule and food allergies   |
| <input type="checkbox"/> Equipment to ensure that children can eat meals and snacks safely and in a healthful manner               | <input type="checkbox"/> Access to warm water and hand cleaning agents throughout the day so that health practices can be followed |
| <input type="checkbox"/> Solutions or cleaners to allow for proper sanitizing of areas of the classroom                            | <input type="checkbox"/> Access to appropriately sized bathroom fixtures   |
| <input type="checkbox"/> Proper storage of solutions which are used for sanitizing tables and eating utensils                      | <input type="checkbox"/> Emergency kit   |
| <input type="checkbox"/> Toothbrushes and proper storage area for toothbrushes   | <input type="checkbox"/> Important information available for substitutes   |
| <input type="checkbox"/> Cubby for each child  | <input type="checkbox"/> Written emergency procedures posted   |
| <input type="checkbox"/> Storage area for teacher's belongings and classroom necessities   | <input type="checkbox"/> Safety caps on all electrical outlets   |
| <input type="checkbox"/> Smocks and aprons for teachers and children (for a class group size of 20, 4 smocks should be sufficient) | <input type="checkbox"/> Regularly emptied and cleaned trash cans  |
|  | <input type="checkbox"/> Appropriate securing of all electrical cords  |
|  | <input type="checkbox"/> Discovery box or bag  |

### **Social Studies:**

- |  |  |
|--|--|
| <input type="checkbox"/> Globe   | <input type="checkbox"/> Maps  |
| <input type="checkbox"/> Map puzzles   | <input type="checkbox"/> Some historical artifacts                                 |
| <input type="checkbox"/> Books appropriate for kindergarten study of social studies      | <input type="checkbox"/> Travel books/books of varied cultures                     |
| <input type="checkbox"/> Travel journals and other means of writing about social studies | <input type="checkbox"/> Puppets representing varied cultures                      |
| <input type="checkbox"/> Artifacts from different parts of the community                 | <input type="checkbox"/> Art representing varied cultures                          |
| <input type="checkbox"/> Artifacts representing homes and families of the children       | <input type="checkbox"/> Postcards of various parts of the community or world      |
|  | <input type="checkbox"/> Pictures of people of varied cultures                     |
|  | <input type="checkbox"/> Pictures and class-made books about families and children |

# **CLASSROOM MATERIAL/SUPPLY GRANT APPLICATION**

**(Will Be Available by September 2006)**



Office of Early Childhood Education  
South Carolina Department of Education  
3700 Forest Drive  
Columbia, SC 29201  
Fax: 803 734 8343/phone: 803 734 8477  
<http://www.ed.sc.gov>



**Office of Early Childhood Education  
Approved Professional Development/Curricula Model**

**Three research-based preschool professional development/curricula models are approved for use in CDEPP programs for 2006-2008. These are:**

**HIGH/SCOPE  
CREATIVE CURRICULUM  
MONTESSORI**

Providers seeking to use an alternative curricula or professional development model must seek approval from the Office of Early Childhood Education, SC Department of Education. The following approval process is required:

**R. Write a detailed letter to Ms. Robin McCants, Director, Office of Early Childhood Education, 3700 Forest Drive, Columbia, SC 29204 or [rmccants@ed.sc.gov](mailto:rmccants@ed.sc.gov), and include the following:**

1. name of model
2. cite research documenting the success of the model
3. include reasons why the model was selected at your site
4. tell how long the model has been used and include local research (proof that it is working with your students)
5. describe when the training was delivered:
  - i. who provided the training
  - ii. the qualifications of trainers
  - iii. degree to which teachers and assistants accepted and implement the training
  - iv. further detailed description of local fidelity to the model

**S. include a copy of the curriculum model criteria form, used by the Staff of the Office of Early Childhood Education, and rate the approach you are using**

**T. expect a visit from staff of the Office of Early Childhood Education who will conduct their own curriculum model criteria review**

**U. expect a letter from Ms. McCants authorizing your district to use the alternate professional development or denying the request and providing details for selection of one of the four approved models**



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## Criteria for Selection of Developmentally Appropriate and Instructionally Sound Curriculums/Early Childhood Professional Development Models

The Office of Early Childhood Education recommends three methods of providing instruction in CDEPP classrooms, High/Scope, Creative Curriculum, and Montessori. The Office of Early Childhood Education reviewed national and state research and selected the following criteria to screen early childhood curriculums:

**1) Does scientifically based research regarding early childhood programs support this curriculum?**

- \_\_\_\_\_ 1 point for one research study
- \_\_\_\_\_ 2 points for two research studies
- \_\_\_\_\_ 3 points for three research studies
- \_\_\_\_\_ 4 points for four research studies
- \_\_\_\_\_ 5 points for 5 or more research studies

**2) Is the curriculum reflective of “best practices” as supported by NAEYC, International Reading Association, NCLB and other early childhood research on how children learn?**

Elaboration:

- \_\_\_\_\_ 1 point per inclusion of recommendation letter from a staff of NAEYC, SCAEYC, SCECA, SECA, US DOE, SERVE, NIEER, NACTE, SCIRA, IRA, NAESP, NAECSP, SC CCCCD, SC Dept. of Ed., OECE, SC AECTE, NAECTE, SC DSS, McREL, SACS

**3) Does the curriculum endorse or support a particular business or company?**

- \_\_\_\_\_ Yes no points
- \_\_\_\_\_ No 5 points

**4) Is this a “purchased curriculum” or a philosophy of thinking about young children’s cognition and development?**

- \_\_\_\_\_ Purchased curriculum (curriculum in a box or kit) (no points)
- \_\_\_\_\_ Philosophical approach paying attention to how four-year-old children learn (5 points)
- \_\_\_\_\_ Other (add supporting, descriptive documentation) (3 points)

**5) How does this curriculum support small group learning, individual learning and whole group learning?**

Is there more emphasis on:

- \_\_\_\_\_ Individual learning? (5 points)
- \_\_\_\_\_ Small group learning? (3 points)
- \_\_\_\_\_ Large group learning? (1 point)

**6) Does this curriculum/training approach directly align with the South Carolina curriculum standards/Good Start/Grow Smart early learning standards?**

- \_\_\_\_\_ Yes (5 points – need supporting reference from SC OECE)
- \_\_\_\_\_ No (no points)

**7) Does this practice lead towards low or no retention in kindergarten and first grades and high PACT scores when children enter third grade?**

- \_\_\_\_\_ Yes (5 points, show state or local research)
- \_\_\_\_\_ No (0 points)
- \_\_\_\_\_ It works in other places (refer to national research) (3 points)

**8) How does this practice lend itself to strong reviews by nationally validated learning environment evaluations such as ECERS?**

- \_\_\_\_\_ 5 points if ECERS scores for 2004-2005 were above 4.5 and conducted by the state ECERS team
- \_\_\_\_\_ 3 points if ECERS scores for 2005-2005 were above 4.5 and conducted by regional or local non reliable observers

**9) How do classrooms look when this practice is in place? Are there cartoon like characters on display or are there works of art, real objects, science, and social studies artifacts on display? Is the room “cute” or does it lead to appropriate learning by young children?**

- \_\_\_\_\_ No points if room is “cute” without a real emphasis on real learning by children
- \_\_\_\_\_ 5 points if most of the (80% or more) of the classroom display and objects in learning areas are real and conducive to learning
- \_\_\_\_\_ 5 points if most of work on display is done by classroom children, related to current learning and on eye-level of most children)

**10) Are weekly themes used?**

- \_\_\_\_\_ 3 points for weekly themes

**11) Are in-depth projects of study used?**

- \_\_\_\_\_ 5 points for in-depth projects of study, based on children’s interest

**12) Would any part of this curriculum conflict with accreditation by NAEYC?**

- \_\_\_\_\_ Yes (no points) List curriculum areas, which conflict with NAEYC accreditation:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ No (5 points)



**13) What training is needed to implement this curriculum? Describe the training process and the expectations of the teachers and administrators.**

- \_\_\_\_\_ Training is research based (1 point)
- \_\_\_\_\_ Training is offered by certified personnel, experts in the field of early childhood education (1 point)
- \_\_\_\_\_ Training is adequate in content and amount to make a difference in classroom practices (1 point)
- \_\_\_\_\_ Training is ongoing so that teachers can continually revisit the model (1 point)
- \_\_\_\_\_ Information is shared with parents and community so that there is general understanding of the model and expectations of children (1 point)

**Other Supporting Information:**

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**14) Is reproducible artwork a part of this curriculum or does art come from the child's creativity?**

- \_\_\_\_\_ Use lined in color sheets regularly (no points)
- \_\_\_\_\_ Art is created by the child and does not conform to a required format (5 points)
- \_\_\_\_\_ Adults give general formats and children may make their own Impressions on the required model (1 point)

**15) Would this type of program be supported by college and university early childhood undergraduate and graduate studies?**

- \_\_\_\_\_ Yes (5 points); list colleges and universities who would serve as reference
- \_\_\_\_\_ No (0 points)

**16) Where can this program be seen in practice?**

List places where this can be seen in practice: (3 points)

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**17) Does this curriculum support the use of manipulatives and hands-on activities for most learning center engagement?**

\_\_\_\_\_ Yes (5 points)

\_\_\_\_\_ No (0 points)

**18) How are learning centers used in this curriculum/approach?**

\_\_\_\_\_ 3 well defined learning centers with appropriate materials (3 points)

\_\_\_\_\_ 5 well defined learning centers with appropriate materials (5 points)

\_\_\_\_\_ More than 5 well defined learning centers with appropriate learning materials (8 points)

\_\_\_\_\_ Less than 3 well defined centers with appropriate learning materials (0 points)

**19) How are parents supported or involved?**

\_\_\_\_\_ Home visits

\_\_\_\_\_ Classroom observations and visits by parents

\_\_\_\_\_ Orientation

\_\_\_\_\_ At least monthly parent meetings

\_\_\_\_\_ At least month parent newsletters

\_\_\_\_\_ Parents are asked to supply articles, materials for the classroom

\_\_\_\_\_ Parents accompany classes on field trips; serve as “class moms”, etc.

\_\_\_\_\_ Other Describe:

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Number of points: (give one point per activity that is checked or described)

**20) Are required classroom materials durable, high quality, and long-lasting?**

\_\_\_\_\_ 80% of classroom materials are of good quality (5 point)

\_\_\_\_\_ 50% of classroom materials are of good quality (3 points)

\_\_\_\_\_ 25% of classroom materials are of good quality (1 point)

- 21) Are classroom practices reflective of the children's interests and learning needs?**
- \_\_\_\_\_ Are children interested in classroom activities? (1 point)
- \_\_\_\_\_ Are children indicating that they are learning new concepts? (1 point)
- \_\_\_\_\_ Are children sitting and listening to the teacher for long periods of time (no points)
- \_\_\_\_\_ Do children have access to bathroom when needed? (1 point)
- \_\_\_\_\_ Do children have choices in their activities (1 point)
- \_\_\_\_\_ Do children have any role to play in deciding what units of study will be taught? (1 point)
- \_\_\_\_\_ Do concepts align with the developmental needs of children (1 point)
- 22) What type assessment is used with this curriculum? Does the assessment reflect national research related to appropriate early childhood assessment?**
- Is assessment other than Work Sampling and DIAL required?
- \_\_\_\_\_ Yes (no points)
- \_\_\_\_\_ No (5 points)
- 23) Is there a time every day for adults to read to children from a variety of genres?**
- \_\_\_\_\_ Yes (5 points)
- \_\_\_\_\_ No (0 points)
- 24) Is there a time daily for children to "own" texts; select books from the book area and read at their own level of reading?**
- \_\_\_\_\_ Yes (5 points)
- \_\_\_\_\_ No (0 points)
- 25) Is literacy supported in all learning centers? How?**
- \_\_\_\_\_ Yes (5 points)
- \_\_\_\_\_ No (0 points)
- 26) Is writing modeled by adults daily?**
- \_\_\_\_\_ Yes (5 points)
- \_\_\_\_\_ No (0 points)

**27) Do children have opportunities to write every day at their own particular stage of writing?**

\_\_\_\_\_ Yes (5 points)

\_\_\_\_\_ No (0 points)

**28) How is “phonemic awareness” taught?**

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

Award 1 point for each separate strategy. Total points in this section \_\_\_\_\_

**29) Are letters and words taught “out of context”?**

\_\_\_\_\_ Sight words (no points)

\_\_\_\_\_ Emphasize names of children (5 points)

\_\_\_\_\_ Use environmental print (5 points)

\_\_\_\_\_ Flash cards (no points)

Other Notes:

## SCORING by OECE Staff

<b>120 – 150 points</b>	<b>Accepted</b>
<b>60- 119 points</b>	<b>Accepted with concerns</b> <b>Cite concerns:</b>               
<b>0 – 59 points</b>	<b>Not accepted: Add notes:</b>